

Dear Readers,

It is my pleasure to introduce the Anglophone portion of the latest issue of the Canadian Journal of Education, in my new role as English-Language Interim Editor. It is with much enthusiasm that I step into this role for the next 10 months, and I look forward to working together with you as readers, as well as with the authors, members of our CSSE/SCEE board, CJE editorial advisory board, and soon-to-be-resurrected Consulting Editors' Board.

I want to extend my thanks to the CSSE/SCEE Board of Directors, in particular President Don Klinger, Past-President Victor Glickman, Treasurer Nicholas Ng-A-Fook, and Tim Howard, Director of Administration, for their initiatives and support during the CJE Transition Project. As we together revision the mandate and role of this journal as part of a culturally and linguistically diverse academic community and strong research culture in Canada, I am also honoured to work with Rollande Deslandes, French-Language Editor of RCE/CJE. I am most appreciative of Katy Ellsworth's extensive effort and expertise as Coordinator of the CJE Transition Project. I look forward to working with this exciting team of experienced professionals and scholars from various disciplines and backgrounds to further revitalize the impact of CJE/RCE across our local and global communities. I would also like to acknowledge Wanda Hurren, Associate Dean, Faculty of Education, University of Victoria, for her dedicated work with the CJE Transition Project over the past several months; Robert Nellis, Co-President, Canadian Association for Curriculum Studies (CACS) for his collegial advice and encouragement; as well as Dean Craig Loewen and Associate Dean Thelma Gunn, Faculty of Education, University of Lethbridge for their enthusiastic support of my editorial position and this journal.

We open this issue with an invited feature by Todd Rogers (University of Alberta) on "Improving the Utility of Large-Scale Assessments in Canada." This article originated as a Presidential Address to members of the Canadian Educational Researchers' Association (CERA) during the 2013 annual CSSE/SCEE conference in Victoria, BC. The author was invited to submit his paper to CJE by Victor Glickman, Past-President of CSSE/SCEE. We are pleased to bring this contribution to you in an adapted version. We trust that this article on a highly topical and much-debated issue across educational contexts will evoke a lively and impassioned discussion among our readership.

The three English-language articles featured in this issue were accepted during the previous editorship of Carla DiGiorgio. Over the past few months, Katy Ellsworth and I have had the honourable task of moving with them through progressive stages of reviewing, editing, and publishing. Although the number of contributions in this issue is small, I believe that these articles present a vibrant array of vital issues relevant and of interest to our readership.

Nicole Fournier-Sylvester (Concordia University) speaks to the highly topical issue of “A/Political Education: A Survey of Québec Students’ Perceptions of Their Citizenship Education.” This article discusses the complex relationship between cultural and religious histories in this province. It is viewed through the lens of looking at citizenship courses in the Québec high-school curriculum from the perspective of recent graduates and their concerns and interests. Based on current scholarship on this issue, it is a call for a more critical analysis of national and global diversity and equity issues in school curricula in this province and beyond. This seems particularly urgent in the context of the recent tragic and violent events in Ottawa.

Emmanuel Poirel (Université de Montréal) and Frédéric Yvon’s (University of Geneva, Switzerland) co-authored feature on “School Principals’ Emotional Coping Process” looks at the increasingly complex and charged issues surrounding work stress from the perspectives of school principals in the same province. Their experiences of coping with the complex demands of their professional roles and situations emphasize the importance of emotional competence in this specific context. We are also pleased to have this transnational collaboration of authors, which informs our readership in Canada and beyond and makes this concern not only a regional and national one but also one of global interest.

The final article, “Toward a Geography of Rural Education in Canada,” by Michael Corbett from Nova Scotia’s Acadia University, raises questions about rural education and schools in the context of (post)modernity and globalization, and the tensions arising when thinking about rurality in contemporary educational discourses. The author asserts the need to develop more complex and rich spatial analyses of rurality as part of Canadian educational phenomena, in particular with references to the Nova Scotia context.

We trust that these featured articles, calling from uniquely diverse locations in Canadian, will find meaningful resonances with you, dear readers, and generate lively

and interesting dialogues with colleagues, students, and community members in your places of praxis and throughout the national and international scholarly networks you are connected with.

We are moving forward with enthusiasm to reshape this journal's crucial role in our Canadian educational commons so that, as CSSE/SCEE President Don Klinger wrote in the previous issue's editorial, CJE/RCE "remains the preeminent journal for educational research in Canada, and a leading source of educational knowledge in the years to come." We cannot do this alone. Together with the authors in this current and upcoming issues, as readers, researchers, reviewers, advisory board members, and contributing editors, your efforts are vital in further mobilizing the new and innovative research published in this journal and spreading its influence across Canadian and global communities.

Erika Hasebe-Ludt, Interim English-Language Editor
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