

Looking Forward

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It is always exciting to begin something new. It holds possibility, opportunity, and learning. As we begin our roles as Anglophone Editors of the *Canadian Journal of Education*, we do so with enthusiasm. *CJE* is at a pivotal moment as it looks forward and aims to engage new audiences, emerging social technologies, and pressing topics even as it reflects on its own history. At present, the Journal has the opportunity to leverage its strong foundation and developed infrastructure to champion Canadian research in order to affect local, national, and international conversations on education.

Despite this opportunity, the initial mission of the *CJE* remains central to the Journal's growth. In the Journal's inaugural issue in 1976, Ronald Ragsdale and Gilles Nadeau framed their editorial as a question: *Another Education Journal?* They noted the preponderance of journals in the field of Education—116 at that time—as well as the relative explosion of 27 new journals, which entered circulation over the previous five years. They argued that the immense expansion of research literature in Education made it increasingly difficult to predict which journals reliably offered high quality scholarship of importance to Canadians. *CJE* was founded to offer this reliability to education scholars and practitioners across the country. The Journal was intended to be a place where “people involved in Canadian education will use the *CJE/RCE* as a national forum for the exchange of ideas” (Ragsdale & Nadeau, 1976, p. 1). Embedded within this initial mission statement are two fundamental assumptions. First, there are issues of particular relevance to Canadians and to education in Canada. Second, there exists a distinct

“Canadian education identity” (p. 1) that requires a forum for expression and an outlet for its scholarship.

Nearly 40 years later, it is exceedingly evident that these two assumptions are well established. The volumes of *CJE* are replete with articles that describe the nuances of educational life in Canada and articulate the sensitivities of teaching and learning across our diverse landscape. As Chambers (1999, p. 146) wrote in Volume 24, Issue 2 of the *CJE*, it is our responsibility as Canadian researchers to “write and interpret who Canadians are, what we know, and where we want to go, all the while remaining cognizant of an important truism: there will be no single answer to these questions.” Indeed, the *CJE*’s annals, as an historical artifact, document the development of the Canadian education identity with its evolving themes of survival, diversity, indigeneity, immigration, social justice, place, home, land, and caring, to name a few. Further, the Journal serves as a forum for researchers to recognize how these themes shape their own scholarship. In a reflexive turn, the Journal is an important instrument to help researchers understand how Canada has shaped the “topos from which they write” as Chambers notes, and to come to see “the physical, imaginary, and sociopolitical landscape they share with the communities and children on behalf of whom they work and write” (p. 148).

The articles in this issue—Volume 38, Issue 3—are a testament to the founding mission of *CJE*. They describe the experiences of Canadians as they engage themes of cultural diversity, caring, and professional ethics as expressed in both English and French. What is more, they reveal the methodological and disciplinary pluralism that populates the Canadian landscape of educational research. This pluralism is one of our greatest resources, as *CJE* continues as a site of inclusive and relevant scholarship to Canadians.

As Anglophone editors, we pay heed to the Journal’s historical development, which tells the story of Canadian educational research in the broadest sense. We wish to

reiterate *CJE*'s persistent mission as:

A forum for authors to share ideas and connect theory to practice in meaningful ways for the education community in Canada and beyond, including scholars, funding agencies, researchers, educators, practitioners, learning communities, policy makers, and the public. The CJE's goal is to foster understanding and societal betterment through the publication of articles describing research-generated insights and solutions. (CJE Focus and Scope)

In looking forward, we rely on the diversity of our educational research community and the range of exceptional researchers within this country, and beyond, to engage this forum and to continue to inspire the evolution of our Canadian education identity.

References

- Chambers, C. (1999). A topography for Canadian curriculum theory. *Canadian Journal of Education*, 24(2), 137–150.
- Ragsdale, R. G., & Nadeau, G. (1976). Editorial: Another education journal? *Canadian Journal of Education*, 1(1), 1–2.