

Editorial

Good Scholarship

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We were recently engaged in an act of close reading with doctoral students in our own Faculty. We read papers by Pinar, Aoki, and Britzman, curriculum scholars whose work has distinctly Canadian notes. We first paid close attention to their choice of words, then to their larger sentence constructions, and finally their logic lines. We considered each in relation to the other. Our close reading provoked deep engagement with these texts. It brought forward not only the key messages of the texts and, perhaps more importantly for emerging educational researchers, the intentionality of language and logic required for good scholarship. We noted how good scholarship does not shy away from precision; rather, it manipulates the lineage of words to evoke deep meaning and provoke complex ideas. To read the work of good scholars is inspiring.

Like poets, good scholars are masters of language, stitching together words and worlds, creating universes and constellations of ideas. In this pursuit, the scholarly community of educational researchers in Canada and beyond has shown imagination, integrity, concentration, and attention to the themes, ideas, and words that distinguish us. We have found that there is a distinct tenor and prosody to Canadian educational research. Both are reflected in the *Canadian Journal of Education*, which has served the *topos* and the *logos* of the diverse, multilingual, and interdisciplinary communities that create the research spaces in which we live and think.

Every year at this time of year, the Canadian Educational Researchers' Association convenes a committee to adjudicate the R.W.B. Jackson and the Audet-Allard Awards. These awards are dedicated to the best English and French language articles, respectively, published in each volume of our journal. Award winners are announced at the Canadian Society for the Study of Education conference. In light of the breadth and scope of Canadian scholarship, the task of adjudicating and awarding these honours is challenging for each volume is replete with evocative scholarship that challenges us, moves us, and inspires us, conceptually and practically. Over this past year, *CJE* has published articles ranging in scope from gendered science and biopedagogical practices to digital storytelling and the fostering cultural humility. In this most current issue, our authors wrestle with the role of gay-straight alliances amid a new social landscape (Stonefish & Lafreniere), the portrayal of exceptionalities within children's texts (Emmerson & Brenna), and the exploration of love as the key to inclusivity (Mooney & Lashewicz).

In our capacity as English Language Editors of the *Canadian Journal of Education*, we are privileged to receive and to review manuscripts from the various communities that hold this journal in their collective trust. It is increasingly evident to us that Canada has a strong tradition of educational scholarship along with incredible potential for its future work. As 2015 closes and a new year opens, we invite you to engage with the intellectual work that this journal reveals and the particular voices that it reflects within this and past volumes.