

## Editorial

We are pleased to share with you our second issue of the Canadian Journal of New Scholars in Education/Revue canadienne des jeunes chercheures et chercheurs en éducation. Over the last six months, we have continued to build a solid journal with our editorial team working closely with authors to create quality articles. Many of our original team members continued their work on this issue of the journal and plan on returning for our third. Currently, we have a fifty-five member team. However, not long ago three of our founding Associate Editors stepped down to focus on their own work. Diana Nicholson, Virginia Stead, and Brenton Faubert left our team after establishing the journal and publishing the first issue. They worked many hours and will always be considered instrumental in the building of this journal. We miss their valuable input. Also, being Editor has been a wonderful journey for me, and one I will always cherish. I plan to step down after the third issue this summer, and together with the CCGSE our affiliated association in CSSE, we will look for a replacement.

After establishing the journal, we restructured team. Currently, Christopher DeLuca is our English Associate Editor who joins our founding French Associate Editor and Web Editor, Denis Lamy. Also, our Senior Review Editor, Giuliano Reis, continues in his post along with Xiaoxiao Du and Zheng Zhang as Senior Copy Editors. The support and work of these individuals and the many reviewers, mentors, copyeditors, and web editors, who work in English and French, have been critical to this journal's operation and success. I want to thank these people for their unwavering support and for the help they extended to our authors. Furthermore, the Advisory Editors, Drs. Ingrid Johnson, Michele Jacobsen, and Normand Labrie have stood behind this initiative from the start providing sound advice and guidance. The team's commitment and belief in the work of graduate students in Canada is commendable and will be long lasting as our authors take their renewed publishing skills forward.

In addition to being a bilingual publication, the most valuable aspect of this journal is the considerable support we give authors throughout the publication process. Our focus is on the continued learning of new and developing scholars. Upon acceptance, each author is paired with a reviewer who works as a mentor, shaping and reshaping the manuscript based on feedback from the non-blind peer-review process. After the manuscript has been edited, it is reviewed again by the senior review team. Then, an assigned copyeditor works with the author for an additional six weeks to address mechanical and formatting issues. By the end of this intense period, authors have a publishable paper, and have increased their writing skills and attained valuable publishing experience. Our aim is to help them successfully publish again. This is a unique service provided by this journal.

For the second issue, 18 manuscripts were submitted. Of these, 7 were accepted with minor revisions, 5 were asked to revise and resubmit, and 6 were declined. Those asked to resubmit or had their manuscripts declined were given feedback to help them improve their writing. Furthermore, this issue of the journal offers an array of engaging articles. There are five articles in English, and two in French. Connie Morrison offers a discussion about alternative methods for teaching language arts in Atlantic Canada. Jenipher Owuor shares her research on the choices undergraduate women at a Californian university make about their studies and careers in the technology field. Wendy Ryan uses her expertise to review a book on bullying and peer harassment. Sylvie Guignon presents a discussion on conflicting theoretical frameworks that inform the teaching profession. Also, producing a manuscript in French, Joëlle Morrissette dissects notions underpinning the assessment of learning. Stacy Kelly offers a historical account of philanthropy in Canadian and American higher education, and Cindy Rottmann questions social justice as it is addressed in Canadian teacher unions.

I hope that you enjoy this issue of CJNSE/RCJCÉ. Please feel free to add a comment online or contact the author for further dialogue. As always, we look forward to getting feedback from you, and continue to welcome submissions from graduate students for our upcoming issues.

Kelly Edmonds  
Founding Editor

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La Canadian Journal of New Scholars in Education/Revue canadienne des jeunes chercheuses et chercheurs en éducation a mûri, nous n'en sommes qu'à notre second numéro et déjà les rouages glissent allègrement. Le climat de panique qui semblait caractériser la mise en ligne du premier numéro est aujourd'hui un lointain souvenir. Il faut dire qu'avec le double rôle d'Éditeur Web et d'Assistant-rédacteur francophone, les problèmes arrivaient souvent de deux directions à la fois.

Le site jouit d'une fréquentation régulière et s'accroît constamment. Notre revue se retrouve déjà sur quelques moteurs de recherche qui dépouillent les publications scientifiques, ce qui est encourageant pour le futur.

Autre signe stimulant, deux de nos réviseuses du premier numéro, Sylvie Guignon et Joëlle Morissette, publient chacune un article dans ce numéro. Le travail de réviseur ne tue pas, c'est une expérience qui, généralement, facilite par la suite leur travail d'auteurs.

Comme Kelly, je suis à terminer la rédaction de ma thèse espérant soutenir le tout avant la fin de l'année... si tout va bien. Ainsi, je devrai bientôt quitter la revue pour laisser la place à un autre; probablement deux autres personnes si on considère que je cumulais deux fonctions. Il est certain que l'expérience de lancer une revue de ce genre a été enrichissante, électrisante même parfois. Les personnes qui participent et ont participé, rendant possible la réalisation de cette revue ont toujours été une source importante de motivation. Je remercie tous ceux et celles qui ont bien voulu accepter de s'impliquer pour nous permettre de réaliser ce projet. Un merci spécial à mon amie Sylvie Fréchette, qui a eu pitié de l'assistant-rédacteur à genoux devant elle et nous a donné coup de main malgré qu'elle était passablement occupée.

À ceux qui nous suivront, même s'il y a des jours où le ciel semble nous tomber sur la tête, je vous le dis : on y survit et on peut finir sa thèse et la mise en ligne d'une revue pancanadienne. N'oublions pas que: « Ce qui ne tue pas rend plus fort » ☺

Denis Lamy  
Assistant-rédacteur francophone