

Lisa Gaylor, Student Editor

As someone who is much more comfortable reviewing the work of others than producing it, my initial thought when asked to write a piece for *Education Matters*' inaugural issue was, 'This wasn't in the job description!' However, my excitement to be involved in this project in its nascent stages has definitely served to help me (mostly) overcome my usual writer's block.

Though I wasn't involved from the very beginning, I can vouch for the fact that establishing an open access, double-blind e-journal is no simple task. Whether it was a matter of technical delays, evolving plans, or just inconveniently busy schedules, there were many obstacles on the path to this first publication. The workload was feast or famine, with the feast seeming to occur whenever other student obligations busied my schedule. Our target publication dates went from December 1, to February 1, and on into spring, with the last few weeks becoming a haze of organizing, revising and copyediting.

Throughout the sometimes frustrating stages of e-journal development, however, we were receiving many wonderful submissions. The insight and enthusiasm each author brought to the project was really what kept me going. The variety of the submissions, too, was a source of motivation, in that I was constantly reminded that I was not taking part in the development of a typical journal, but one that illuminated how truly diverse and interesting the field of education can be. I am so thrilled with the mixture of media contained in this issue. I feel that the inclusion of pieces not traditionally found in academic journals, such as narratives, poetry and artwork, will provide a dose of human spirit that most journals, perhaps unintentionally, exclude.

I'd also like to take this opportunity to thank our team at the University of Saskatchewan, including our Associate Dean, Laurie Hellsten-Bzovey, as well as the Web Applications group in Information and Communications Technology, for sharing their knowledge and support. Also, thanks to Alice Priestley, the web designer who transformed the basic Open Journal System's look and feel into something more reflective of our team's creative aspirations. Lastly, a big thank you to the College of Graduate Studies and Research at the University of Saskatchewan who supported this project with financial assistance.

Happy reading!

Lisa

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Beverley Brenna, Managing Editor

Welcome to Volume 1, Issue 1, of *Education Matters*! Our team is pleased to support the inception of this new electronic journal, and delighted that the open access system hosted by the Synergies Site at the University of Calgary will allow widespread dissemination of the writing and images collected by the team of editors here at the University of Saskatchewan.

This inaugural issue sets a strong precedent for future issues. *Education Matters* supports the work of graduate students alongside senior scholars, with particular emphasis on the provision of scaffolding for students at the University of Saskatchewan. We are not born to read or write, according to current theories that elucidate how, unlike speaking and hearing, reading and writing are processes that require an invention of new brain circuitry. Just as we are not born to read or write, we are certainly not born to publish material in academic journals. From the spark of an idea, to the process of completing subsequent drafts, to wrestling with APA style, there are many lessons to be learned, including the actual uploading of blinded copy via sometimes obtuse instructions on a journal website. Definitely new brain circuitry being created here!

I am particularly inspired by the diversity of thought evident in this first issue, ranging from passionate essays to carefully wordsmithed poems to analytical book reviews, just as reports of research from qualitative as well as quantitative perspectives are welcomed. The Jiminez and Kemmery article serves to address a gap in current research related to literacy and Deaf Education. Further on the subject of literacy, the elegant work by Lee and McIntyre serves to formulate a new theoretical model of reading. With photographs reassuring us of impending spring and summer, the Sukkhu article evocatively illustrates the results of a life history exploration of a Garden-Based Learning Program. We have Phillips' incisive review of a book relating to discourse research, and Drover's learned yet practical take on a handbook for history teachers. Adding to this rich fare, we have Miller's ironic endorsement of postmodernism in her poem "a mother's advice" and Jessen Williamson's flare with dual languages through the inclusion of both Greenlandic and English in her poem "Educated Greenlanders", not to mention the poignant character study in Jessen Williamson's second poem "Teacher Candidate". We also have Baergen's resonant exploratory essay in which she deftly unpacks the relationship between the word and the world. And of course, there is also Donalddo Macedo's invocation of 'just ire' in his essay "Education Matters: Beyond the Fetishization of the Banking Model".

I anticipate hearty discussion and intrigue as readers respond to this issue, and wholeheartedly hope that if you are reading this now, you are thinking about an article, essay, poem or book review that you would like to submit via our online process in months to come. All the best!

Bev

Dr. Beverley Brenna is an assistant professor at the University of Saskatchewan.