



## AJER at 70: Looking Back, Looking Forward

Anna Kirova

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## Editorial

# AJER at 70: Looking Back, Looking Forward

Anna Kirova

Editor, *Alberta Journal of Educational Research*

In collaboration with: George Buck, Julia Ellis, Thomas E. Kieren, Larry Prochner, Gregory P. Thomas, and Bonita Watt

Volume 70, Number 1 marks a significant milestone in the existence of the *Alberta Journal of Educational Research* (AJER)—its 70<sup>th</sup> anniversary. During its 70-year history, AJER has faced and overcome challenges, has evolved, and has served as an outstanding vehicle for scholarly research dissemination. When the *Alberta Journal of Educational Research* came into being, “the vision for educational research in Canada was fresh and exciting” (Hersom, 1980, p. 272). As the oldest active educational journal in Canada and a journal that is not funded through membership dues in a professional/educational organization, AJER has proven its vitality, not just resilience, and has gained its rightful place in the international educational research scene. It is now attracting around 200 submissions a year, representing close to 500 researchers from 40 countries.

It is with a distinct sense of honor and a responsibility to the educational research communities worldwide that we, the Editors of the *Alberta Journal of Educational Research* who have served in this role, celebrate the journal’s 70<sup>th</sup> anniversary. The current Editor-in-Chief, Dr. Anna Kirova invited all the past Editors whom she could reach to reflect on the development of the journal, as well as their respective roles in it. The five past Editors welcomed the opportunity to do so and submitted their written reflections, which are included in this Editorial. Based on the overall tone and content of the submitted reflections, it appears that we as editors all share Dr. Naomi Hersom’s (1980) assessment of the journal’s impact on the occasion of AJER’s 25<sup>th</sup> anniversary, and believe that it holds to this date: “While its editorial policies have developed and changed somewhat, the overall goal of presenting ideas that represent the best in all aspects of educational research has not” (p. 263). We also believe that, collectively, we have made our (however modest) contributions to establishing AJER as “a sort of weathercock for directions in the developments taking place in educational research taking place in North America” (Hersom, 1980, p. 268), have continued the tradition of the journal’s first 25 years of positioning itself as a place to publish “state of the art in Canadian research on teaching and teacher education” (Hersom, 1980, p. 168), and have expanded considerably its tradition to publish top quality research conducted in over 40 countries.

One cannot help but feel a sense of appreciation and deep respect for Drs. Herbert T. Coutts’ and George Murray Dunlop’s vision for AJER’s role in establishing the place of research as a core activity of the Faculty of Education, alongside teaching, in the mid-1950s. Put in the institutional

context, their vision for the Faculty of Education at the University of Alberta (which had become the sole body responsible for teacher training in the Province only 10 years before the establishment of AJER), set the direction that aided the Faculty not only to gain credibility with the other (older) faculties of the University of Alberta, but also to distinguish itself among other Canadian post-secondary institutions that offered teacher education programs. Establishing a scholarly educational journal based in Canada in the mid-1950s was an innovative solution to the lack of recognition of educational research as equal to the research conducted and published in the faculties of science in North America in general and not just in Canada. It provided an impetus for creating a research culture in the Faculty of Education at the University of Alberta that we now take for granted.

Based on his interview with Dr. Coutts, Dr. George H. Buck reported (1994, p. 4) that in addition to the need for a scholarly outlet for the dissemination of educational research findings in Alberta recognized by the Faculty of Education at the University of Alberta, four other provincial bodies provided their support: The Alberta Department of Education, the Alberta School Trustees' Association, the Alberta Teachers' Association, and the Alberta Federation of Home and School Associations. With such wide-range provincial support, which also came with adequate funding, the publication of a scholarly journal, known as the *Alberta Journal of Educational Research* was secured, and the first issue was published in March 1955. Shortly after its establishment, the journal gained its initial international recognition and widened its readership after it became a recipient of a large portion of the \$50,000 awarded to the University of Alberta by the Carnegie Corporation of New York in 1956 (Buck, 1994, p. 5).

Looking back, it appears that above all, AJER has thrived over a notable length of time in the context of Canadian scholarly journals' landscape because of its sterling reputation for upholding high standards of scholarly review and publication. From its beginning, the high quality of the research published in AJER was ensured by the fact that the journal was kept within the Faculty of Education at the University of Alberta, and the Editor of AJER has always been a faculty member. As the Dean of the Faculty of Education whose term began on September 1, 1955, a member of the Faculty of Education Research Committee that was responsible for the publication of AJER, and a member of the Alberta Advisory Committee on Educational Research, Dr. Coutts strongly believed that AJER should remain a purely scholarly journal, and protected its independence from the potential influences of granting agencies and other organizations' agenda by holding the copyright for the journal personally for many years (Buck, 1994, p. 5).

AJER's first Editor-in-Chief was Dr. Harold Baker, who served in this role for two years. Since then, twenty-two colleagues have served in this role with a varied number of years of service, ranging between one and three years with the exception of Dr. Herbert E. Smith (8 years), Dr. George H. Buck (7 years), Dr. Gregory P. Thomas (8 years), and Dr. Anna Kirova (5 years), listed here in chronological order. This number of Editors does not include the guest editors of theme issues and the book review editors who also contributed immensely to the overall variety of topics covered over AJER's 70 years. In an attempt to acknowledge the contributions made by the Editors of AJER, we have included an Appendix with the names, years of service, and the editors of the special issues, and their topics published under each of AJER's editors-in-chief, as well as book review editors.

With the growth of graduate programs in the faculties of education in North America, including Canada, and an increase in the number of graduate students that individual professors in education supervised, AJER became a venue for emerging scholars to consider disseminating their research findings. As Dr. Thomas E. Kieren (Editor, 1974–77) put it in his reflection on his

time as an Editor, “Graduate students, faculty in various institutions and practitioners had a place to publish, to review, and to consider new ideas in math education. The journal has been very important, in the field of mathematics education, not only for its continuity over time—marking the achievements and progress of educational research, but also providing continuous availability of a place to share research and theoretical findings” (personal communication, December 13, 2023).

In her Editorial in recognition of AJER’s 40<sup>th</sup> anniversary, Dr. Judy Cameron, who served as Editor from 1994 to 1995, attributed the journal’s longevity to its eclectic nature, which in contrast to specialized journals in education that might be difficult to access when one is unfamiliar with the specialty area, provided “an opportunity for authors in specialized areas to communicate to a diverse readership” (1994, p. 2). She pointed out that although she, like many other editors, held her “point of view about educational research methods, style, and content of manuscripts” (1994, p. 2), in AJER’s 40 years a range of studies using both well-established and innovative research methodologies in almost all areas of educational research have been published. For example, although early on AJER was known for publishing both quantitative and qualitative research articles, it was among the first journals to publish articles based on Action Research, in 1955, as well as emerging research methods, such as arts-based methods (2002) that were not always easy to accommodate in printed journals (Buck, 2005, p. 2). Dr. Buck, who was AJER’s Editor-in-Chief between 2000 and 2007 recalls:

As I considered it essential for AJER to include as many research methods as possible, the thought of using an accompanying CD-ROM with the printed issue came to mind. Digitized photographs could be accommodated as well as sound and video clips. The cost of preparing and including a CD-ROM with the print issue was not exorbitant, and AJER also received a special technology grant from the Social Sciences and Humanities Research Council of Canada (SSHRC) for innovation. In consequence, the Fall 2002 issue, a theme issue on Arts-based research, with a guest editor, Dr. Joe Norris, contained a CD-ROM. Although a larger production run was prepared, it sold out quickly, and became highly sought-after, evidenced by the number of inquiries received for copies. (Personal communication, January 21, 2024)

The eclectic nature of the journal’s content was attracting not only an ever-increasing number of researchers from across the globe but also academics who considered serving as editors-in-chief. This is what Dr. Larry Prochner (Editor, 2007-2010) recalls:

My interest in the role stemmed from AJER’s identity as an eclectic journal, publishing articles on a wide range of topics in any given issue. Indeed, the journal’s mandate, found in the frontispiece of each issue, is that it is “devoted to the dissemination, criticism, and encouragement of all forms of systematic inquiry into education and fields related to or associated with education. (personal communication, January 16, 2024)

Although the journal’s mandate is clear about how educational research is defined, and typically the outgoing Editor provides support to the new Editor as needed, it takes some time for a new editor to appreciate its meaning in the editor’s everyday activities, as stated by Dr. Bonita Watt (Editor, 2022):

I had some knowledge about the scholarly reach of AJER prior to accepting this position, it was only when I was fully immersed in the day-to-day editorial and publication activities, did I fully comprehend

this journal's breadth and depth in its national and international presence. Thus, it was vitally important to maintain and promote AJER's scholarly reputation. (personal communication, January 18, 2024)

Although the mandate and the policies of the journal have always been the guiding principles the individual Editors used in their everyday decision-making process, their views on research have had some influence on what was ultimately published. Also, their views of the overall appearance of the journal, and the place of the Editorials in the individual issues of the journals, have marked the transitions from one Editor to the next, especially for those who exceeded their initial three-year appointment by the office of the Dean of the Faculty of Education at the University of Alberta. For example, although most editors-in-chief only occasionally wrote Editorials on special occasions, to introduce themselves to the readers as the new Editors, or to reflect on their time as Editors, the guest editors typically accompanied special or team issues with an editorial. The consistent presence of Editorials marks Dr. Buck's time as AJER's Editor-in-Chief (2000–2007). This is how he describes his rationale:

My rationale for writing Editorials was two-fold. First, I wanted to see whether readers would respond, indicating that indeed AJER was being read by individuals since one of the perennial criticisms of AJER was that while institutions subscribed to it, it could not be established that the journal was actually read extensively. Second, I was, and am of the belief that universities in general are shifting from institutions based on eclectic, and critical thought, to a more corporate hegemony, where the questioning of orthodoxy or views popular at the moment, are seen as being either "wrong", or obstructive, thus shutting down most discussion or debate effectively. Through provocative editorials, I hoped to effect some change to this paradigm.

Many of my editorials elicited responses, both supportive and critical. Responses came from around the world, and initially, a small number of individuals stated that because of such editorials, they would cease subscribing. However, the majority of responses were not only supportive of including the editorials, but supportive of the points made. Several readers stated that they could hardly wait for the next issue of AJER to see what I would write about next.

The most memorable responses, though, were those that were highly critical, and which often included personal attacks. For example, after one editorial, titled *Reductio ad Absurdum*, where I questioned some of the inconsistent, nonsensical and dubious practices of newly-formed research ethics boards, I received a scathing letter (a copy of which was sent to my Dean) from a senior administrator in a large university, not the institution in which I was employed, however. The gist of the letter was that such provocative editorials were "needless" and of no value whatsoever, serving only to excite some faculty members and to distract them from what they should be doing, namely teaching and research. Moreover, it was stated that if I were an employee at that administrator's institution, then my future as an academic would be in grave doubt if I continued with such practices. Nothing like an implied threat to encourage critical thought and academic freedom! (personal communication, January 21, 2024)

Naturally, the quality of the published articles in any journal depends to a large extent on the rigorous process of the anonymized peer review process. As a double-anonymized peer-reviewed journal, the establishment and maintenance of a pool of well-established specialists in particular areas of research or methodology, who are willing and able to review the submitted manuscripts is of critical importance to any journal's scholarly reputation. The initial appointment of a panel of Consulting Editors, followed by the establishment of an Editorial Advisory Board has evolved,

under the leadership of Dr. Thomas (AJER Editor, 2010–18) to an Editorial Review Board with over 65 members. As Dr. Julia Ellis (Editor, 1999–2000) recalls, the reviewers formed “a vibrant community encouraging and supporting great scholarship” (personal communication, January 18, 2024). She fondly remembers her “surprise and delight in discovering the wonderful collegial support in our academic community. It was inspiring to see scholars helping other scholars to do their best work” (personal communication, January 18, 2024). In her Editorial, Dr. Ellis continues:

I was impressed with the constructive, collegial, and genuinely helpful quality of the reviews. Because the tone of the reviews was encouraging and the suggestions for improvements were also clear and specific, the authors and I were able to benefit from these. Authors frequently expressed their appreciation of the reviewers' responses. Similarly, when reviewers read revised manuscripts, they often commented that their suggestions had been put to good use. (2000, p. 97)

As noted by Dr. Thomas (2018),

Reviewers, especially, give up considerable time to review papers; time that could often be “differently” and maybe more productively spent. Often this time, given freely, goes unnoticed by others. There has also been a marked decrease in the time reviewers are given for review which has further increased pressure on them. (p. ii).

In celebrating AJER's 70<sup>th</sup> anniversary, we would like to use the opportunity to acknowledge the enormous contribution of the reviewers who served the educational research community through their participation in the peer-review process of the journal and to thank them for their service.

Although the reviewers, those who are members of the Editorial Review Board of AJER and those who are not, who are willing to provide their expertise and who volunteer graciously their time for the betterment of any piece of research they review, participate in the very core of the scholarly activities associated with the quality, and consequently the reputation of any scholarly journal, there are other aspects of the everyday function of the journal that, in AJER'S case, because of its status of an independent journal, that is not associated with any professional organization, are left to the Editor to make decisions alone. At the beginning of her term, Dr. Kirova (2018–present) made it one of her goals to engage the members of the Editorial Review Board more actively and regularly in discussions about issues of concern. As a first step, in 2018 AJER began to send annual reports about the journal's operations including the Editor's goals for the coming year along with some statistical data regarding the number of articles submitted, reviewed, or rejected after the initial screening by the Editor, or those rejected after the peer-review, the number of articles that were accepted, the place of work of the authors, their positions at the institutions they worked at, etc. This kind of communication was believed to provide information about the journal to all current members of the Editorial Review Board, and thus create a shared database from which discussions could arise. However, the idea of consulting the Editorial Review Board on some emerging issues (i.e., reviewing and updating the vision and mission statement of the journal, the balance between submissions from graduate students vs. submissions from established academics; the number of team issues vs. regular issues per volume; reviewing of the current open access policies, and transitioning to full open access, to list a few) was impractical given its large membership. Creating an Advisory Board of self-nominated

members of the Editorial Review Board that meets online once a year was more efficient and it became a reality in 2020. In addition to updating the mission and the vision for the journal (<https://journalhosting.ucalgary.ca/index.php/ajer/about>), the Advisory Board unanimously approved the creation of the Ted Aoki Award for Best Paper in Curriculum Studies published in the Alberta Journal of Educational Research (<https://journalhosting.ucalgary.ca/index.php/ajer/TedAokiAward>), and a standing Award committee to create eligibility criteria and adjudicate the applications. The creation of the Award in the name of one of the most prominent curriculum scholars of the 20<sup>th</sup> century who called the University of Alberta his academic home for many years made the connection between AJER and the Faculty of Education even more visible. The inaugural award was presented to the recipients by the current Dean of the Faculty of Education, Dr. Jennifer Tupper, at the CSSE conference in 2020 held at the University of Alberta.

In his reflection on the 50<sup>th</sup> anniversary of the Alberta Journal of Educational Research (AJER), Dr. Buck who was then the Editor-in-Chief, stated: “A major component of AJER's longevity has been its flexibility: adjusting to changes in the educational world and adopting new technology where possible and feasible” (Buck, 2005, p.3). Such early adoption of new technology is exemplified by the already mentioned AJER's Arts-based team issue (2002). Dr. Buck recalls: “While Editor, I did create an interactive website with downloadable resources, which at the time was a first for scholarly journals in Canada.” Innovative approaches to publishing research during Dr. Buck's time as Editor that included digitized photographs as well as sound and video clips in a companion CD-ROM that otherwise would be too costly for a print-based journal to reproduce in colour was just one example of how AJER's adaptability allowed for it to publish cutting edge research that utilized new research methodology, and thus made a contribution to research in a global scale.

Perhaps the most transformational change AJER undertook in the past 20 years of its existence was becoming an online journal. This is what Dr. Prochner who provided leadership in making this move recalls:

A principal memory of my time as editor centers on the decision to move to publishing online. Although we made the change for financial reasons to reduce journal costs, a move to hybrid open access was an appropriate evolution of AJER. To prepare, I attended a session on the Open Journal System (OJS) software at the Canadian Association of Learning Journals Conference at Congress in 2009. In the end, we opted for a gradual approach, publishing both in print and electronically, with a moving wall subscription with a time lag between when the content was available to subscribers and when it was available at no cost. Dr. Gregory Thomas later made the shift to online format only during his time as editor. (personal communication, January 16, 2024)

In his retrospective Editor's note at the end of his term as an Editor-in-Chief (2018), Dr. Thomas wrote:

When I began as editor the move to an online format was already well underway through the leadership of then editor, Professor Larry Prochner. Along with this move to “online” has been a more recent shift of the moving subscriber access wall from two years to one, to reflect changes in the publishing responsibilities of authors publishing from their Social Sciences and Humanities Research Council (SSHRC) funded research. The transition was remarkably smooth and, in general, these moves have resulted in positive outcomes for the journal. These include an increasingly wide readership, an increase in the number of submissions (from an increasingly wide range of authors and countries), and an increased efficiency in submission, review, and production processes. Through these shifts, AJER has

maintained its reputation as a high quality, eclectic, and affordable journal. These have been positives for the journal. (2018, p. i)

In the fast-changing landscape of publishing scholarly journals in education, the decision to move AJER completely online and move the access wall from two to one year has made AJER more competitive in the online world of electronic journals, nearly tripled the number of yearly manuscript submissions (now about 200 per year on average). Although exciting, the increased number of submissions to AJER came with another set of challenges presented to both the Editor-in-Chief and the editorial assistant. This is how Dr. Watt describes the new set of challenges:

Guided by AJER's mandate to publish rigorous, ethical, and well-written educational research, early in this role, it was distressing to notice that some publications did not adhere to the parameters of the 7th edition of Publication Manual of the American Psychological Association, and more specifically to plagiarized content. In response to this discovery, Leah Spencer, AJER's editorial assistant, and I, added a layer of scrutiny prior to the manuscript entering the peer review process. This layer included a review for matching text and inclusion of ethics statements. With this additional layer, subsequent manuscripts exemplified the characteristics that aligned with the journal's goals to produce higher-quality publications. (personal communication, January 18, 2024)

Being an online journal created some unrealistic expectations, as Dr. Thomas warned us: "... people associate 'online' with 'free'. Nothing could be further from the truth in journal publishing. There is always a cost to someone or some organization for a journal's publication, whether it be in time, money, or both" (Thomas, 2018, p. ii). The cost of publishing is made visible by some scholarly and reputable journals that now charge over \$1000 for a publication. However, there are also *predatory journals* that also charge publication fees but that do not engage in the rigorous peer-review process that guarantees quality and keeps research moving forward. The rise of these predatory journals is fueled by the ever-increasing pressure exerted on many if not most academics to "publish or perish" and the often-enticing messages from such journals that arrive in our email inboxes almost daily, as Dr. Thomas wrote in his editor's note in 2018. In this environment, AJER has stood its ground as a reputable, double-anonymized peer reviewer educational research journal that still does not charge publication fees.

A more recent challenge for the publication of Canadian scholarly journals is presented by the commitment of the tri-agency Open Science Executive Committee (OSEC) to renew its Policy on Publications in 2025. As already stated, like many other scholarly journals, AJER has received funding from SSHRC and has made changes to make its content more accessible. A requirement to move to immediate open access (OA) will have major implications for independent journals. Losing subscription fees that supplement the grant AJER holds from SSHRC will jeopardize its very existence since its publishing activities depend on the hard work of an Editorial Assistant, copy-editors, and French language translator, who are not compensated sufficiently even today. Paired with substantial, and in some cases devastating cuts to the core funding for many post-secondary institutions in Canada, including the University of Alberta, the prospects of survival of independent scholarly journals are grim. Inevitably, such changes will affect academics' willingness to serve as journal editors because the hard work, support, and goodwill of many people is what makes the existence of any journal possible, and this is not going to change.

Journals have always operated because of the support and goodwill of many people. Although it is impossible to acknowledge the contributions of all that have worked in the last 70 years tirelessly to secure the reputation of AJER, mainly because of the irreversible damage caused to



the journal's archives by a major flood in the building, we have also included in the Appendix the names and years of service provided by AJER's Editorial Assistants, copy editors, production managers, and administrators that have made the smooth operations of the journal possible. We also want to share a few words of appreciation shared by the past Editors of AJER:

I was fortunate to have an excellent support in the editorial office when I was the editor. That was essential for the smooth operation of the sometimes-lengthy editorial process. (Dr. Kieren Editor, 1974–77)

During my time as editor, I had the support of George Buck as Associate Editor—he had responsibility for copyright and computer technology policies and practices (including our Web site); Hans Smits served as Book Review Editor; there was a great team of consulting editors; the “best ever” Editorial Assistant, Edie Peters; Naomi Stinson and Karen McFarlane provided meticulous work in the technical production of the journal; and Joyce Hiller, Fran Harder, and Carolyn Yewchuk, Associate Dean of Research, provided supportive administration for AJER. (Dr. Ellis, Editor 1999–2000).

I would like to acknowledge and thank Deb Mallett and Leah Spencer, the AJER editor's assistants in my time as editor for their work with the journal in many diverse and essential roles, and especially for being the primary contacts for “all things” to do with the journal and its day-to-day operations. (Dr. Thomas, Editor, 2010–18).

I often say, Leah Spencer IS the journal! Leah Spencer, MA. Ms. Spencer began her role in 2013, when she was a graduate student. In her role as an Editorial Assistant, she is responsible for the overall coordination of administrative functions for AJER. The primary responsibilities are: 1) journal flow from submissions to publication, including copyediting, layout, and production; 2) website management; 3) financial, HR/payroll, statistical, and funding management; 4) subscription management; and 5) office administration. Since 2022, she also scans all manuscripts for text matching before sending them to me for my initial Editorial scanning and initial decision on the manuscript. I simply cannot do my job without Leah's competent handling of the everyday operations of the journal. I am forever grateful to her! (Dr. Kirova, Editor, 2018–present)

The question of what is next for AJER has been on the minds of those who undertook the task of reflecting on its history and success at the occasion of its 25<sup>th</sup> (Hersom, 1980), 40<sup>th</sup> (Cameron, 1994; Buck, 1994) and 50<sup>th</sup> (Buck, 2005) anniversaries. Although there are challenges ahead for humanity, not just academe, like the common use of AI, the erosion of trust in scholarly endeavors, created by a multitude of conspiracy theories occupying too much space in social media, and the lack of sufficient government support for post-secondary institutions, we hope that funding agencies, such as SSHRC, as well as the post-secondary institutions themselves will recognize the value of trusted, well-established scholarly publications, such as AJER, to provide space for innovations in research and move our collective research approaches to making humanity more accepting of diverse epistemological approaches moving forward. In the case of educational research, Dr. Kieren's (Editor 1974–77) message is very clear: “We need to support journals like this so that our field is able to grow in its understanding of students, teachers and the educational process.” (personal communication, December 13, 2023)

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## **Appendix: Alberta Journal of Educational Research Editorial Team**

Editor	Years Active		Theme Issues
Harold S. Baker	1955	1956	
Herbert E. Smith	1957	1966	
Gordon Eastwood	1966	1968	Vol. 12, Iss.3: Models in Research and Theory Vol. 13, Iss.3: Piaget: Replications and Critiques
Patricia A. Lane McFetridge	1968	1969	
Erwin Miklos	1969	1973	Vol. 17, Iss.4: Research and Development in Education: The HRRC Experience
John McLeish	1973	1974	
Thomas E. Keiran	1974	1977	
Andrew K. Clark	1977	1978	
Henry W. Hodysh	1978	1981	
Doyal Nelson	1981	1983	
C. S. Bumbarger	1983	1984	
Walter H. Worth	1984	1989	Vol. 34, Iss.3: Adult Education in International Perspective, Guest Editor(s): Carlos A. Torres
Thomas O. Maguire	1989	1991	Vol. 37, Iss.1: Assessment in the Classroom, Guest Editor(s): John O. Anderson
Robert H. Short	1991	1994	Vol. 37, Iss.4: 50th Anniversary of the Faculty of Education, Guest Editor(s): Robert H. Short Vol. 39, Iss.1: Francophone Research in Quebec, Guest Editor(s): Jacques Désautels, Colette Dufresne-Tassé Vol. 39, Iss.2: The Educational Quality Indicators Initiative, Guest Editor(s): Nelly McEwan
Judy Cameron	1994	1996	Vol. 41, Iss.3: Canadian Perspectives on The Bell Curve
Beth Young	1996	1998	Vol. 42, Iss.2: Education and Development: Past Lessons, Present Crises, Future Possibilities, Guest Editor(s): Raj Pannu, Toh Swee-Him Vol. 42, Iss.3: Secondary Schools and the Canadian Mosaic: The Exemplary Schools Project, Guest Editor(s): Jane Gaskell, David MacKinnon Vol. 44, Iss.2: Literacy in the 21st Century, Guest Editor(s): Grace Malicky, Mary Norton
Julia Ellis	1998	2000	Vol. 45, Iss.4: Measurement and Evaluation: Current and Future Research Directions for the New Millennium, Guest Editor(s): W. Todd Rogers Vol. 46, Iss.1: Globalization and Education: Exploring Pedagogical and Curricular Issues and Implications, Guest Editor(s): Hans Smits
George Buck	2000	2007	Vol. 48, Iss.3: Exemplars of Arts-Based Research Methodologies, Guest Editor(s): Joe Norris, George H. Buck Vol. 49, Iss.3: Measurement for the Social Sciences: Classical Insights into Modern Approaches, Guest Editor(s): Ruth A. Childs Vol. 52, Iss.3: Researching Children and Youth, Guest Editor(s): Dianne Oberg, Julia Ellis

Editor	Years Active		Theme Issues
Larry Prochner	2007	2010	Vol. 53, Iss.3: Citizenship Education: Global Contexts, Guest Editor(s): Ali A. Abdi, Diane Leard Vol. 55, Iss.3: Expanding Knowledge Systems in Teacher Education, Guest Editor(s): Jennifer Kelly, Lynette Shultz, Cora Weber-Pillwax, Elizabeth A. Lange
Gregory P. Thomas	2010	2018	Vol. 56, Iss.3: Blurring the Boundaries of Early Childhood Education's Theory/Practice Divide, Guest Editor(s): Veronica Pacini-Ketchabaw, Larry Prochner Vol. 60, Iss.4: Small Rural Schools, Guest Editor(s): Michael Corbett Vol. 61, Iss.4: Inclusion and Education Rights of Roma Children, Guest Editor(s): Anna Kirova, Lori Thorlakson Vol. 64, Iss.2: Adult Education and Post-Secondary Institutions, Guest Editor(s): Jorge Sousa, Daniel Schugurensky
Anna Kirova	2018	Present	Vol. 64, Iss.4: The Impact of Neoliberalism on Teacher Education in Canada, Guest Editor(s): Manu Sharma, Kathy Sanford Vol. 66, Iss.3: Teacher Education and Teaching Special Issue #1, Guest Editor(s): Bonnie Watt Vol. 67, Iss.1: Teacher Education and Teaching Special Issue #2, Guest Editor(s): Bonnie Watt Vol. 67, Iss.3: North Coast Initiative for School Improvement, Guest Editor(s): William (Bill) E. Boyd, Martin Hayden
Bonnie Watt (Interim Editor)	2022		

Role	Years Active		Role	Years Active	
Book Review Editor			Technical and Administrative		
Hans Smits		2001	Mrs. K. Kinloch	1970	1972
Ingrid Johnston	2002	2008	Mrs. A. Onishenko	1973	1984
Carla Peck	2009	2013	Naomi Stinson	1994	2011
Jonathan Anuik	2013	Present	Ronald N. Boivin	1996	1997
			Dorine Chalifoux	1998	Present
Editorial Assistant			Joyce Hiller	1999	2009
Allan Hellyer	1970	1972	Fay Sylvester	2009	2014
R. Bedeck	1972	1973	Fran Harder		
J. Martin	1973	1975	Carolyn Yewchuk		
Edie Peters		2010	Karen McFarlane		
Deb Mallett	2010	2013	Georgina Zaharia Saranchuk	2011	2013
Leah Spencer	2013	Present	Yvonne Norton	2014	Present
			Danielle E. Lorenz	2013	Present

*Note.* Some dates are approximate, as they are based on published issues.