

Editorial

My association with the *Canadian Review of Art Education* goes back several years. It is in this very journal that I published my first research article as a professional museum educator (1991, 18-2). Over the years, I have contributed additional articles a total of six times. The Review is, in fact, one of the research journals where I have published regularly. Now, I embark on a new phase in this relationship as I begin a term as the new editor of the Review. I am well aware of the important contribution that the Review makes to the dissemination of research and knowledge within the Canadian and international art education communities. I am also mindful of the practical and symbolic importance that this journal has in the professional lives of both scholars and practicing art educators. For many emerging researchers, the Review is a coveted choice for publishing their first articles. Most significantly, the Review continues to provide a lasting forum for an ongoing discussion among succeeding generations of established art education researchers and teachers.

However, following in the footsteps of the distinguished list of art education scholars who have served in turn as editors of this journal can be cause for just a little apprehension. Already, in working more or less simultaneously on this and the next issue of the Review, I have gained a new understanding of the extensive amount of work that goes into preparing every single issue. This is such a time consuming and demanding enterprise that it is astonishing to me that my predecessor, Boyd White, had the stamina to serve for so many years as the editor of the Review (2000-2006). His were productive years that resulted in the publication of significant, thought provoking works of scholarship and noteworthy and attention-getting cover art. Indeed, the Canadian Society for Education through Art and the *Canadian Review of Art Education* are truly indebted and grateful to Boyd White for these many years of service.

My tenure as editor begins, in somewhat a novel fashion, with an issue by a guest editor. I certainly wish I could take some of the credit for this magnificent publication. However, Michael Emme, the guest editor of Volume 34, is the mastermind

behind both the content and design of this volume. Many of you will recognize his name since Michael Emme is the current editor of another CSEA publication, *The Canadian Art Teacher*. Michael is to be commended, first, for having the foresight to propose (to Boyd White, the previous editor) the topic in question for a special edition of this journal and, second, for working tirelessly in bringing this issue to fruition. Art as research is a timely subject and one that is certainly deserving of our attention as artist-educators. In this issue, seven authors investigate the topic of art as research, in each case, in a significant manner yet, always, from their own particular perspective. The result is a thematic issue that is comprehensive and where the articles compliment each other very well. The articles and accompanying visual materials engage and challenge us as readers in productive ways. Of note, however, is the manner in which text and reproduced artwork come together to form a seamless and convincing argument that clearly makes the point: yes, art production is research! I invite readers to take the time to fully appreciate and enjoy each and every article in this special edition.

Finally, I also invite you to consider submitting an article for possible publication in future issues of the Review. As always, we welcome articles in either English or in French on a diverse range of topics of interest to and benefit to Canadian art educators. You will find more information on how to submit your manuscripts elsewhere in this issue.

Richard LaChapelle