

Canadian and International Education / Education canadienne et internationale

Volume 31 | Issue 2

Article 1

10-8-2012

Editor's Note

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Recommended Citation

Krugly-Smolkska, Eva (2002) "Editor's Note," *Canadian and International Education / Education canadienne et internationale*: Vol. 31: Iss. 2, Article 1.

Available at: <http://ir.lib.uwo.ca/cie-eci/vol31/iss2/1>

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EDITORIAL COMMENTS

In June of 2002 at the annual meeting of the Canadian Society for the Study of Education, a joint symposium was held, sponsored by the Comparative and International Education Society of Canada and the Canadian Educational Researchers' Association. Because of how well the symposium was received it was suggested that a special issue be devoted to it. This is the result. I welcome Nelly McEwen as the guest editor of this special issue on OECD indicators.

After the usual review process, Nelly was involved with all of the correspondence with the authors and the editing and proof editing. She wrote the introduction and conclusion which frame the issue. Because of the nature of the issue, it is to be considered as a whole, and the articles are presented in their logical order by content, rather than alphabetically by author as has been our practice.

Many of us use large-scale data banks as sources for specific data or as information that leads to identifying problems or patterns to investigate. This issue deals with the complexities of gathering those data and theoretical assumptions underlying the process. The process has been fine-tuned throughout its history, but still has a way to go, as the comments by Robert Crocker indicate. I am sure that the articles will provide some answers and raise some questions for discussion, regardless of one's position with respect to educational indicators generally.

I would like to thank Nelly McEwen for her leadership in planning the symposium and undertaking the editorship of this special issue.

Eva Krugly-Smolka
Editor