

## **A Note from the Editors**

We wanted to take the opportunity to express to the reader and to the National Network for Educational Renewal how much we appreciate the opportunity to present the inaugural edition of *Education in a Democracy*. We thank all of those who made the journal possible, including the NNER bodies that sanctioned it, those who made the effort to submit manuscripts for review, and those who helped in the actual production of the journal, especially the editorial board members and reviewers. In particular, we extend a heartfelt thanks to Kellie Pennington, Editorial Assistant, who took on the production of the journal from the ground up as part of her duties in the Partnership Office at Miami University; and to Todd Quincy, who created the website that will serve as the official repository for the journal.

From the beginning of the editorial board's deliberations about the nature and scope of the journal, we discussed distributing a hard copy of the on-line journal. We thought producing a paper version was important for having interactions around the texts at the annual meeting and for those who still require the evidence of a paper copy of a journal article for their dossier. While we could afford it, we decided to have the best of both worlds and produce a paper copy at least for the authors and for those who attend the annual conference. Therefore, we will use a small amount of the original monies granted by Miami University in start up funds to produce paper copies for those attending the 2009 NNER Conference.

When you peruse and read this journal, you'll find that it represents a continuity of perspectives in the organization ranging from action-oriented to theoretical. Several of the pieces were invited in order to provide some grounding for the work we are engaged in together (eg., Goodlad, Clark, etc.). These pieces were contributed by the authors and received editorial review. The others published here were submitted to us for review and judged by outside, blind reviewers. They represent a variety of perspectives and are in several instances co-authored by people coming out of the arts and sciences,

teacher education, and the public schools. We hope that at each annual meeting more members become aware of the journal and how their current scholarship might serve an even broader constituency by appearing in this journal. We especially hope to generate more school and community-based papers and authors.

We trust that you will enjoy the journal and learn much from it, sharing it in contexts beyond the annual meeting. Please give us feedback by attending sessions at the annual meeting in which the journal is discussed and by contacting the co-editors below.

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