

Dear IEJEE Reader,

This issue of the International Electronic Journal of Elementary Education comprises eleven articles. When I read the peer-viewed and accepted articles, what struck me was that after each article, I with an impulsive manner said Why not?

The first paper focuses on 'noise'. Why not? The second paper approaches to improvement of Mathematic knowledge among preservice teachers for teaching through children's literature. The article demonstrates a creative approach to Math teaching. Why not try an untraditional approach?

The third paper also has a creative approach to the content of elementary curriculum. Why always dinosaurs and not amenities? Why not start with the historical evidences in the neighborhood instead of those with historical evidences outside the children's neighborhood?

The fourth one is about the pedagogical thought of Leonid Zankov and teaching mathematics based on an alternative pedagogical approach. Why not?

The fifth one is about the cognitive processes with regard to the factors affecting the children's decision making. Why not? It's important to know the children's opinions and the possible underlying causes.

The sixth paper approaches reading in the light of recent research based knowledge from Neuroscience. Why not? After cognitive, socio-cognitive and social constructivism theory, Neuroscience is currently the main producer of knowledge that the researchers of reading can make use of.

The seventh paper addresses the accessibility of the quality educational services to children with Autism spectrum disorders (ASD) in Bosnia and Herzegovina. Why not? Children with ASD, as a group, are one of the fastest growing student group in many countries. These children and their families deserve more attention and better educational services.

The eighth article is about 'humor' as part of elementary science education. Why not? Humor is worth for serious treatment.

The ninth article is asking the question 'What knowledge is essential to be a Math Teacher?' The author's approach and discussions tell us that there are alternatives to be used in Math teaching. Why not finding and using them?

The tenth article is about language in education policy in Sweden. Sweden is, along with Turkey, Lebanon, Jordan and Germany one of the countries who received a considerable number of refugees from the wars in Middle East, Libya and Afghanistan. The Swedish researchers tried new ways of teaching newcomers their first language and second language. Their article is inspiring. Why not try new approaches to language teaching. Learning and coping are important ingredients of caring for these student groups.

The eleventh article is about the young children's number sense. The author addresses a fundamental part of mathematical thinking, skills and knowledge, namely senses. Why not make it an object to scientific study?

I want to express my deep gratitude to all of the peer-viewers and executive editor Dr. Gökhan Özsoy of Ordu University, Editorial Team Members Doctoral Candidate Hasan Tabak, Doctoral Candidate Mustafa Bakır and Ulaş Yabanova.

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**Editor-In-Chief**