Editorial Comments

Three of the five articles in this issue of the *Journal of Teaching and Learning* address important topics for education in any setting or level: assessment, curriculum, and accommodations for special needs learners. Each provides valuable insights for educational policy and practice within different specialized contexts, yet each serves to remind us, as if any reminder were necessary, that educational research is only of value when informed by an awareness of its ultimate impact on real learners in multi-various settings. While it is inevitable that such learners are subject to larger and impersonal systems, whether large-scale assessment programs or officially mandated curricula, these systems must be human in their application and thereby come closer to achieving their official goals. Educational researchers have a vital role to play in this humanizing process.

Three of the articles in this issue are authored or co-authored by candidates in the Joint PhD Program in Educational Studies of the universities of Brock, Lakehead, Western Ontario and Windsor. Jason Ellis reports on research done outside his doctoral studies, while the papers by Catherine Bates and Roger Fisher originated in one of the “Core Seminars” which bring candidates together annually at one of the participating institutions. The particular theme of the seminar held at Windsor in July 2005 was “What is scholarship?” By agreement of our Advisory Board and the Joint PhD Committee, students were invited to submit their papers to the *JTL*. We are pleased to publish those that were selected, through the usual peer-review process, in this and our next issue. The two articles in the present issue offer interesting perspectives on educational scholarship not frequently found in the literature. Its relevance to the military does not readily spring to mind, and its importance to the college sector, which may well be the fastest growing educational sector at present, probably deserves more attention than has been the case hitherto. To complete this issue, in place of our usual book review section, we are pleased to include Glen Rideout’s insightful review article on Alan Sear’s provocative *Retooling the Mind Factory: Education in a Lean State*.

This is my last issue as Editor of the *JTL*. I am grateful for the support I have received during my term in this office—from members of the Advisory and Editorial Boards and from colleagues at the University of Windsor and elsewhere. Special thanks are due to Larry Glassford, also retiring from his position as Book Review Editor, a position which he has filled with great dedication since the journal’s inception. Last but not least I must acknowledge the invaluable contributions of my able assistant, Sheila Windle, who has now also become a faculty colleague. I am pleased to announce that I will be succeeded by Darren Stanley, who has a number of exciting ideas for the journal’s future. I wish him every success in his new venture.

Norman Diffey
Editor