Editorial Comments

This issue of the *Journal of Teaching and Learning* offers articles on a range of topics, reflecting the diversity of settings in which education occurs, from primary to post-secondary. Joyce Bainbridge, Dianne Oberg and Mike Carbonaro show how elementary language arts teachers make choices about what their students read but may not be aware of the unstated ideologies implicit in their choices. Nan Kurz and Peter Paul look at ways in which university teacher educators could address the topic of inclusion with their teacher candidates without resorting to widely-held deficit concepts of inclusion. Edwin Ralph identifies factors which may affect a teacher candidate's all-important practicum evaluations yet may not often be taken into account in assessing their validity.

Each article is representative of a different methodology, whether qualitative case study, position paper, or analysis of quantitative data gathered over time. The articles are also representative of different national perspectives, two being Canadian (Bainbridge et al., and Edwin Ralph) and one American (Kurz & Paul). The role of different social or cultural assumptions and traditions in shaping nationally defined "issues" is in itself of interest to educational researchers. What may give cause for concern here may be viewed with bland indifference elsewhere. The observable data may be similar, but the construction placed upon them is often very different. The lack of "innocence" of a children's reader is likely to rouse a very different response from one country to another, as is the observation that inclusive educational practices are not uniform in their ideological underpinnings.

Two of our articles fall into what has become one of our staple areas of interest, teacher education. Those of us who are employed in this sector may be discomfited but not altogether surprised by the statement reported by Kurz and Paul (p.24) that "education courses are vapid, unpractical, segmented, and muddled." It sometimes happens that material quoted by authors is as thought-provoking as their own. This particular nugget leads to the thought that it would in itself make a worthwhile study to investigate how widely such perceptions are held, and by whom - candidates, teachers, university administrators, or the general public? Of still greater interest would then be a study of the factors which might account for any lower academic respect for education as a university discipline.

The Editorial Committee regrets the delay since our last publication and hopes to make up for this hiatus by accelerating the next two issues. One of these is planned as a special issue for papers submitted by graduate students in the Joint PhD Program in Educational Studies of the universities of Brock, Lakehead, Western Ontario and Windsor, appropriately on the theme of "scholarship."

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Editor