

## **Welcome to the Journal of Inquiry and Action in Education**

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The Journal of Inquiry and Action in Education was created out of a firm commitment to the proposition that education is of necessity a local endeavor. It is always informed by, influenced by, and ultimately shaped by local circumstances—most prominently, the teachers and students who share a particular place on earth. Sadly, many policymakers feel compelled to inhibit or eliminate what a locality brings to the educational endeavor—standardizing what is taught at all levels and in all places. Part of the process of standardization is eliminating all definitions of what constitutes an education save one, a score on a standardized exam. With such limitations, the nation's educational fortunes cannot improve—indeed they can only get worse.

But amidst this trend, excellent educational work goes on here and there where deeply committed educators toil in circumstances made more difficult by political leaders and those with money who ceaselessly sell an anti-educational agenda. This journal is dedicated to capturing a sense of what's possible in the current milieu through applied action-oriented research that occurs in local schools, through research that provides insight into new promising practices and through research that exposes the backroom world of educational policy in the United States.

The Journal of Inquiry and Action in Education (JIAE) is a peer-reviewed journal, with each manuscript going out to two blind reviewers. The editorial board of JIAE is a fairly large group of accomplished scholars from around the country. Two issues will be published each year, spring and fall. If a backlog of accepted manuscripts develops, a third issue will be published during the summer.

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