Advances: the next stage of the journey

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AS I EMBARK upon my term as the next custodian of Advances in Physiology Education, I cannot help but think of the Editors who preceded me:

Dee Silverthorn 2001–2007
Rob Carroll 2008–2013

What a distinguished roster of science educators! I feel very much like one of the feline participants in Wallace Fenn’s Fable of the Cats (21), a story Fenn told when he delivered his Past President’s address to the American Physiological Society in September 1948 (19) and a story Leon Farhi recounted when he introduced Hermann Rahn at a symposium in Rahn’s honor in October 1985. In following Harold, Penny, Dee, and Rob, I feel very much like one of the cats bringing up the rear.

Although the bulk of my papers in Advances have been related to statistics (6–17), my association with the journal began when I published a science activity for elementary school children, an activity centered on the wonder of lungs (1, 3). Since then I have published on using classic papers written by Fenn, Rahn, and Otis (4) and Guyton (5), and I have published education-related papers and activities outside Advances (2, 18, 20).

Years ago, when I interviewed for my first faculty position, I said I knew a lot about a few things and a little about a lot of things.1 As I have gotten older, I have realized that I know so little about so many things. What often saves me is that I know people who know those things.

One of those people who knows about education is my wife, Char Sorensen. Char taught elementary school—mostly 6th grade—for over 30 years. In addition to all the children Char helped, she worked on curriculum development and assessment for the state of Colorado, she mentored new and experienced teachers, and she was a finalist for 2004 Colorado Teacher of the Year.

Other people who know about education are the Associate Editors and members of the Editorial Board who have agreed to help shepherd me along the way. I am delighted they have done so. We are planning an Editorial series that will highlight pedagogies such as active and student-centered learning as well as other topics like instructional design, assessment, and curriculum development. Last, we will link these educational concepts to their implementation within the classroom and to a community of educators who practice them.

As I have done with the Associate Editors and with the members of the Editorial Board, I would like to ask you, our reader, one question:

If you could change one thing about Advances, what would that one thing be?

Please e-mail your comments directly to me at EverettD@NJJHealth.org. I look forward to hearing your ideas. This is, after all, truly your journal.

I am delighted to continue this journey with you.

DISCLOSURES
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AUTHOR CONTRIBUTIONS
D.C.-E. drafted and approved final version of this work.

REFERENCES
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