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EDITORIAL

There has probably always been a discrepancy between educational ideals and practices, between professions of faith and performance in daily affairs, between teachers' stated goals and their achievements. This is not necessarily something to bemoan. Indeed, it could be interpreted as a hopeful sign, that people have been constantly striving for greater and better things. Comfort could be taken from the thought that, though they did not always succeed, at least they tried.

In contemporary society, failures to meet expected standards, to honour commitments, to live by espoused values are not always likely to be glossed over as partial progress or as worthy efforts unfulfilled. In this outspoken age, almost all commentators — whether they be political or journalistic phrasemakers, students, teachers, social scientists — talk unequivocally about hypocrisy, brutality, injustice. They call attention to the gap between what is and what might be. They write of the **Credibility Gap**, the **Generation Gap**, the **Communications Gap**.

In this issue of our **Journal** we look at some of the **Educational Gaps**. Louis Feldhammer explodes the myth of feminine inferiority and calls for a revolution to close the gap between the subservient position of women, especially of women teachers, and their real capabilities. He insists education should act as a constant guide in the process of social change. Sydney Lecker diagnoses the generation gap as the result of incompatible social systems within our culture and as adult guilt for forsaken ideals. His prescriptions for cure include some re-education for parents.

M. R. Lupul finds a dangerous hiatus between the values of the business world, now accepted by the schools, and those of true education. Ronald Wintrob, in the second part of his study, discusses the dislocation "Western" education can cause in traditional societies. Ann Diemer and M. L. Dietz show a gap perceived by Canadian students between Canadians and Americans. Laurier LaPierre considers current educational developments in Quebec and the "two solitudes."

We are particularly fortunate to have, among our other features, David Riesman's examination of some of the problems of higher education. And Jacques Brault's fine essay is the fifth in our series, "The Writer as Teacher;" it is the first in French. Jo McIntosh introduces a pleasant touch of humour to the school scene; while Mimi Vaselenak, C. A. Walsh and E. T. Hallberg provide the results of interesting, recent research projects.

M.G.