

Editor's Note

Not all ideas and opinions in Education are given equal acclaim in the literature. Theoretical and philosophical writings in the field can range from challenging and innovative to provocative and even unorthodox. This issue of the Journal presents a wide range of opinions, some of which will probably leave the readers with a feeling of ambivalence. But this should not negate the worth of an idea for publication. As editor, I subscribe to the idea that some intellectual disequilibrium is necessary for growth and stimulation of the field.

One of the overriding issues of the day is that of the dual roles of research and teaching in the university. These complementary roles are frequently judged to be at odds with one another - so much so that zealous advocates for either of them often appear to be considerably polarized. With this in mind we have invited Prof. Dumont, of McGill University, to comment on this issue in a guest editorial, and, in so doing, examine the merits of these dual roles and to bring into sharper focus the dilemma that emanates from attempts to disassociate one role from the other.

W.M.T.