

Editorial

Diversity of Thought in Education

There does not seem to be much reason for educational research and university level teaching to be at odds with one another, nor does theoretical research have to be completely divorced from the world of the educational practitioner. Professor Wayne Seller, in his article "Institutionalizing Field-Based Research Grounded in the Practical," reminds us how educators categorize themselves according to their place of work and their perception of the nature of their work. While we have, as Seller says, generally divorced the public schools from university faculties of education, and while there has been little actual involvement between faculty members conducting funded or unfunded educational research and practitioners (or teachers) where the research is conducted, this does not have to be the case for the future. The field centre approach, as Seller explains, seems to be one sensible, logical way of bringing together the uses and purposes of educational research for both the theoretical researcher and the educational practitioner. Both can profit through cooperative efforts in the type of field centre described in his article.

In addition to Seller's article, this issue contains informative research results as well as stimulating theoretical articles. Professors Spallanzani, Tousignant, and Brunelle present research results on the effects of a self-supervision model on a teacher's ability to write precise lesson plans. The research was done with coaches and instructors of physical activities.

Professor Halpern's case studies of reading difficulties encountered by children in early French immersion shed light on an issue that is of major concern to teachers and parents of children in programs of French immersion.

For those who enjoy "history of education," Professor Buck makes a convincing case for the existence of teaching machines and teaching aids in the ancient world.

It may come as a surprise to some that Margaret Thatcher's role in Britain's contemporary educational policy bears so much resemblance to nineteenth-century issues and the policies of Matthew Arnold, a British Inspector of Schools in the mid-1800s. Professor Graham pursues these ideas in detail.

The 1988 Olympics held in Seoul, Korea, caused all of us to develop an awareness of the ethical and unethical use of drugs in physical development, and just how wide-spread this situation might be. Professor Fishburne goes one step further, and alerts us to the ethical and unethical aspects of stimulant drug therapy for children with attention deficit disorder (ADD). In addition to the ethics of this practice, he also debates the efficacy of such a procedure.

This issue, then, presents a wide spectrum of ideas. The diversity of thought in all the articles demonstrates that the field of education is a changing, developing one and will not remain static.

W.M.T.

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