

Editorial

Remembering John Harley

During the twenty five years of publication this journal has had only three editors, the first being its founder, Margaret Gillett, who was succeeded by John K. Harley, whose untimely death is noted in this issue. It was under Harley's mentoring that I moved into the position of editor.

John was an "unaffected" person whose nature and personality gave me implicit permission to try out new ideas and innovative approaches to editing this professional journal. Although John's approach and ideas about editing were considerably distinct from my own, he was secure enough in his own beliefs and satisfied enough with his own tenure as editor that he was not threatened by a new format and editorial policy that was replacing his own. In fact, in his sincere way, he spoke in a very complimentary way about the direction the Journal was moving under the new editorship when I last saw him.

It was always a pleasure, as well as an enlightening experience, to review manuscripts with John. He saw humour in places others would not, he loved the turn of a phrase, he loved to play with words – both familiar and unusual – much as a child would be amused by toys. He could speak and write eloquently, but he could equally well turn the mundane into sharp and sparkling language.

Every manuscript that crossed his desk became a challenge – the margins were filled with comments ranging from correction of facts to witticisms. I personally admired his courage to report to "would be" authors with honesty and forthrightness, which left them with little doubt about the quality of their submission.

Perhaps every editor leaves his/her own special mark on a journal, and so it was with John.

It is good and right that a journal have editors with different styles, different perspectives, and distinct objectives. John Harley had his own touch and the Journal benefitted from it.

In this issue we make a final tribute to John by publishing a few of his poems.

We are also devoting much of this issue to multicultural issues. Professor Cohen's article on the multiculturally heterogeneous classroom and the research by Professors Eisemon, Schwille, and Prouty will be of particular interest to Canadian educators who must teach the culturally and linguistically different child. Professors Pretorius, le Roux, and Meyer report on a study done at the Afrikaans-speaking University of Stellenbosch, of adolescents' attitudes toward marriage.

Distance education is rapidly developing in many countries with large populations that inhabit remote regions. Professors Lam and Paulet present an excellent analysis of the cost-benefit issues in this area. The issue concludes with two articles that will be of particular concern to teachers who must evaluate their school's curriculum. Professors Ruimy and Van Dromme, and Mr. de Liamchin report on a study to evaluate the teaching of French in the "classes d'accueil." The analysis of the content of textbooks used in Quebec schools for courses in economics raises many questions. Professor Kelebay and Mr. Brooks present some challenges to those who, in the future, will be in charge of developing the content of economics curriculum.

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