

## NEW STYLE, NEW IDEAS

### EDITORIAL

This issue marks the beginning of a new style and format for the *McGill Journal of Education*. Along with the change of appearance, we are offering further innovation by publishing several papers that deal with current controversial topics that are written from varied perspectives.

Questions about both the holistic and reductionist approaches in special education have been raised in the literature for quite some time, but Prof. MacInnis adds a different dimension to the argument by pointing out areas in which the two approaches might be complementary.

The ideas on the development of a postcritical epistemology and postcritical ethics, as we progress toward the postmodern era, are examined by Prof. Giroux. The intention seems to be that of provoking thought about how we are going to develop ethical education within the perspective of the postmodern world. To most of us familiar with ethical questions in the professions, we realize this is no small task.

Prof. Ryan follows with the use of a metaphor in the form of a reference to a piece of popular fiction to illustrate how the increasing acceptance of diversity is influencing theory construction. His discussion is directed toward theory construction in the context of school organization and administration.

Field-based educational research, that is, research conducted by university professors or others within a school in collaboration with the teachers who teach there, is coming to be recognized as a fairly standard and expected manner of conducting inquiries in teaching methods and teaching environments. Saying that, the next two papers, deal with school-based research findings. The first, written by Professors Corriveau and Goupil, examines the perceptions of students who are receiving

remedial instruction and their attitudes toward instructional procedures. The second, by Professor MacDonald and her associates, Baker and Stewart, describes the benefits and drawbacks of having an associate (student) teacher in the classroom.

Finally, Prof. Bradley comments on the teaching practicum and its status in the newly revised initial teacher training programs for Quebec.

W.M.T.

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