

EDITORIAL

BENEFICIAL RESEARCH FROM THE FIELD

Although this issue has no explicit theme to tie together the papers we have chosen to publish, the overall implicit message is that research in many areas of education is adding to the richness of the field. We present the following papers in their order of appearance in the Journal.

The way in which Professor Gurney approaches her study on the cognitive development of education students and their math studies is indeed original and the results are informative. The study makes a direct link between the degree of experience in mathematics and the ability to utilize different modes of mental representation. In this article, Professor Gurney points out that some education students who avoid math as much as possible ultimately find themselves in a classroom teaching math as a part of the course of study. That fact and the finding that differences do exist in the mental representation modes of persons who have studied no math and those who have a small level of experience have important implications regarding teacher education.

In previous issues some of the complex issues of Chinese education have been brought to our attention by Professor Jing Lin. Again, Professor Lin and co-author Heidi Ross, have completed a comprehensive piece of research on the diverse and rapidly transforming structures and purposes of Chinese secondary education. The results of their research are intensely interesting and the manner in which the contrasting differences in the learning environments, teacher qualifications, and alternative types of Chinese schools give us a perspective that is fresh and new.

As Mr. Abdi makes quite clear to us, post-apartheid South Africa has brought many positive changes to black women and their quest for education. However, black women lag far behind other women and much farther behind other population sectors in their ability to gain

access to higher education and economic independence. The article makes clear that the reduction of expenditures on public education will cause black women's advancement in education to suffer in the long-run.

Professors Liu, MacMillan, and Timmons give us a reality check on the use of computers in the classroom. In their research findings in Nova Scotia, they have come to the conclusion that there is still a limited use of computers in the classroom; however, students continue to demonstrate a positive attitude toward their use. It may be that the limited usage of computers is not so much a matter of students' attitudes toward them, but perhaps the situation stems more from the constraints communicated by teachers who have practical difficulties and less than positive attitudes toward computers themselves.

In our section, "Reports from the Field", Professor Kepron gives a report of a study he has done on the use of Marie Clay's *Reading Recovery* program. It is informative that Kepron summarizes the value of this reading program, but what is most important is his candid explanation of some of the program's limitations.

Taken all together, these research articles make a substantial contribution to the ever-growing body of knowledge about teaching.

W.M.T.