

EDITORIAL

What should be said on the editorial page of the first issue of *The Journal of Educational Thought*? Obviously the content must speak for itself. Beyond this, however, it seems appropriate for the editors to speak briefly of the purpose of the Journal, of the contributors, and of plans for immediately ensuing issues.

For a number of years the Faculty of Education, University of Calgary, has been considering the publication of a journal for the discussion of educational ideas. There is, of course, no doubt that the improvement of public education depends substantially on research. But there is equally no doubt of the need for a complementary kind of activity—for studies of a more speculative or philosophical kind, directed to a broader kind of readership than usually pertains to research publications. Hence *The Journal of Educational Thought*—for academicians, teachers, administrators, and for the general public as well.

While inevitably much of the emphasis will be Canadian, the total context will be international.

The editors consider themselves especially fortunate in the range and quality of articles for this first issue. In the field of comparative education Charles Dobinson, Head of the Education Department at the University of Reading, England, is widely known on both sides of the Atlantic. Individually, the challenges which he sees for "Education Tomorrow" have been recognized by educators around the globe: Dobinson has been able to give them a kind of rationale, and even to suggest some of their moral implications. James Paton of the University of Toronto has addressed himself in a most scholarly way to the perennial problem of "Teaching People to Think." He would be the last to claim that he has solved the problem; he has, however, provided a very useful perspective and a novel analysis and schema. Joseph Katz, of the University of British Columbia, is a long-time student of comparative education. The relationships which he sees between Britain and Japan, educationally and otherwise, will intrigue those who like to play the game of coincidence versus cause-and-effect. Donald Vandenberg, The University of Calgary, has contributed what might almost be called a case study of "Ideology and Educational Policy." His exhaustive pursuit of the kinds of thinking associated with ability grouping is especially relevant to the value of involvements of this question.

Everyone will be edified and entertained by Charles Phillips' reminiscences of "Schooling in an Earlier Era." Formerly Director of Graduate Studies at the Ontario College of Education, and now rightfully recog-

nized as the dean of Canadian educators, Phillips is actively at work on studies of educational aims. The editors are pleased indeed to have him represented in the inaugural issue of the Journal.

Some of the articles in this and in succeeding issues will, of course, be controversial. The editors plan where possible to recognize opposed or divergent points of view in a "letters" or *forum* section, and from time to time in full-length articles. They hope that the emerging content and emphases of the Journal can be determined rather directly from the reactions of our readers.

The size and frequency of the Journal, too, will depend on our readers. We are confident that it will grow bigger, or more frequent (or perhaps even both) in the coming year.