

EDITORIAL

With this issue, *The Journal of Educational Thought* enters its second year of publication. We warmly welcome our new subscribers. We have been pleased with the rate of renewed subscriptions. Every renewal of a subscription is, to us, a testimony of the need *The Journal* fulfills as well as a vote of confidence in it.

A few words about the articles are in order. H. S. Baker's main thesis is that "there exists in our institutions of public education the potential to satisfy our human needs" and that he, for one, would like to see these institutions attempt to realize this potential. His wide-ranging discussion of the possibilities of public education is a thought-provoking re-consideration of the basic issues. One of the questions raised by claims about the potential of public education is: What does the word 'public' mean? Does it mean public financing of education or public provision of education? Or both? These are the questions that I. W. Paterson asks and answers in "Education Vouchers: An Administrative Challenge?"

J. P. Powell in "Another Look at Theory and Practice in Education" posits that "it is possible to discern at least three kinds of theorizing about education. He calls these the 'theory of instruction,' the 'theory of education' and the 'theory of educational ideas' and discusses the relevance (or lack of relevance) of each of these to education as a practical enterprise. Powell observes that the inclusion of the theory of educational ideas in a programme of professional studies for teachers requires special justification since the *direct* connection of this kind of theorizing with teaching perceived as a practical activity is tenuous at best. It is, in a sense, this special justification that Harry S. Broudy provides in "The Role of the Foundational Studies in the Preparation of Elementary Teachers." Broudy asserts that if teachers are to become recognized as *genuine professionals*, they need to understand "the problems of the school in all their social and philosophical ramifications." Foundational study, says he, enables them to do so. His provocative thesis that teachers need more — not less — foundational study, we hope, will start some spirited discussion about the subject.

John M. Schulte's "Thinking As A Disposition" may justifiably be called a stimulating companion-piece to James M. Paton's "Teaching People to Think" which appeared in our April 1967 issue. We are also happy to include in this issue Elmer N. Lear's "On Educational Philosophy, Civil Rights, and the Schools." His discussion, among other things, of the implications of the slogan "no quality education without [racial] integration" has much timely relevance in view of the recently published report of the U.S. National Commission on Civil Disorders.

Readers will notice the inauguration of a new section — "Communications" — in this issue. We would like this section to become a regular feature of the *Journal*. Do write to us about your views on the subjects discussed in these pages.

Mathew Zachariah