

EDITORIAL

In this, the first issue of *The Journal's* third volume, we offer the reader a variegated intellectual fare.

Donald Musella, author of "Improved Teaching," is, for good reasons, skeptical about the extent to which empirical research can contribute to increasing the effectiveness of teaching. He argues for a new institutional framework which would allow the teacher to improve his own "teaching self" under conditions of psychological security. It is tempting to note that Musella's views are very close to Carl R. Rogers' well known client-centered approach in psycho-therapy. At first sight, there would seem to be very little in common between Musella's article and R. Vance Peavy's "Cybernetic Educational Design." Closer examination, however, would show that Peavy's cybernetic learning design is also meant to facilitate self-motivation and self-regulation. This is not to say that Peavy's behavioristic approach is in any sense identical with Musella's individualistic behaviour-modification approach.

The Nietzschean view of the scholar as educator that James W. Hillehiem presents is not a flattering one. The fifteen — no less — traits of the scholar that Hillehiem discusses includes, inquisitiveness, dialectical sleuthing and the compulsion to contradict. What the scholar lacks, according to Hillehiem's interpretation of Nietzsche, are passion and an awareness of the goals of culture. Must the ideal of the self-surpassing educator replace that of the scholar in order for the modern university to "regain its health"?

Israel is much in the news, but Glasman's article is not a scoop on the ever-changing political situation in the Middle East. It is a sober but spirited discussion of how educational planning is affected by political considerations and the consequences of this for the orderly planning and development of Israeli education. Since we know of no country where politics does not affect education, we recommend the article as a thought-stimulating case study to readers — even if they are not necessarily interested in Israel's educational system.

Lest Jack R. Cameron be misunderstood about the intent of his essay we hasten to quote:

"Practical educators" assume that the proponents of culture want to get Latin and Greek and Spenser's *Faerie Queene* back into the curriculum. But that is not it at all.

A reading of "Public Education and the Retreat from Culture" will indicate Cameron's alternative approach to the place of culture in modern education.

The light touch is sometimes appropriate. "The Merrykins" by Regan Carpenter purports to be part of a report written by beings from another world about a civilization upon our planet that seems to have endured until approximately A.D. 2000 (earth calendar). Even beings of another planet apparently cannot free themselves from the affliction of report writing.

Please note two departures from the usual format in this issue. One of these is the re-appearance of the Communications Section with John P. Lipkin's note "On the Meaning of Modernization." Another is Leonard Marsh's extensive review of *What Culture? What Heritage? A Study of Civic Education in Canada*.

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