

EDITORIAL

Even at the risk of provoking a universal groan few editors will neglect using George Orwell's *1984* as the starting point of the first editorial for that dread year! The parallels that can be drawn are as innumerable as they are irresistible. Orwell, of course, was less concerned with technology than with truth, history, and tyranny, lest the richness of the cultural and the intellectual be reduced to a drably monolithic experience with the killing of the imagination. His cautionary tale has sobering implications for a journal such as this for in an age where funding is given to "computer literacy" and is drying up for more humanistic endeavours, where the scientific approach and empiricism is synonymous with "Truth" we see the erosion of imagination, history, and non-empirical knowledge. No surer sign of the gradual disregard for the humanistic approach is found than in the steady decline of journals devoted to philosophy, literature, speculative thought and education in its broadest and more conceptual senses. The prognosis is even gloomier than we might think for there is an astonishing acceptance of the decline in such publishing. Grounded in the fallacy that we must "keep abreast with the times", the assumption is that contemporary humans no longer have the same need as in the past for the imaginative, speculative, the debatable, or the ethical yet there is no greater need for these qualities than now.

THE JOURNAL OF EDUCATIONAL THOUGHT is one of the few journals remaining in the English speaking world that offers a forum for the less specialized but no less important aspects of education. This forum encourages the meeting of minds, which does not always mean agreement or consensus, but an understanding of various positions and arguments, always with the possibility of changing our point of view.

Let there be computer learning and educational technologies by all means but only alongside the incisive and provocative social criticism of educators who will analyze assumptions and only hesitatingly embrace, what *appears* to be obvious and pragmatic, and then only after discourse and disputation. Therefore, let us support a journal such as this one and encourage friends, colleagues, and teachers, to subscribe and keep "the human point of view" alive, that view beloved of Orwell and all of us who participate in making the journal possible: founders, committees, contributors and subscribers.

I have purposefully chosen two articles from Ph.D. *candidates* to begin 1984 as a reminder that there are still those who are committed to a *life of the mind that is no longer either remunerative or fashionable*.

