

EDITORIAL

As the new editor of *JET*, I am happy to share the editorial page with Professor Gérald Brûlé, Faculty of Education, University of Ottawa. A special appreciation is extended to Dean Poirier whose leadership was invaluable in making this cooperative venture possible. In our officially bilingual country, it is fitting that English and French Canada no longer dwell in two solitudes, but contribute together to educational discourse. This cooperation is especially appropriate in a general educational journal such as *JET* which provides a forum to define important educational issues, offer historical perspectives, and reflect calmly and clearly on the broad spectrum of education.

Although empirical research has an important place in education there has been of late a greater recognition of the phenomenological and hermeneutical paradigms. Researchers have come to realize that educational problems are inextricably interwoven with the social and cultural milieu, nor can they be divorced from the political context in which the schools, like all institutions, must operate. More and more, efforts are being made to stress the importance of scrutinizing actual phenomena for the insights they provide and as a basis for empirical studies.

In response to this need to return to close observation of problems involving a complex interaction of variables, the case study can provide a fruitful research methodology. In her paper, Professor Merriam delineates the characteristics and philosophical underpinnings of this technique and addresses concerns about the generalizability of the data so obtained.

Professor Foster examines a subject of particular interest to countries such as Canada, the United States and Australia which contain sizeable ethnic populations. While she concludes that considerable efforts are being made in Australia to respond to the demands for multicultural education, she raises some pertinent questions and exposes some of the assumptions made by the dominant majority about the "deficiencies" in other ethnic groups. As she points out, a country may never adequately address the complex issue if it accepts this dominance of the majority as an inevitable starting point.

Another subject which has been the focus of much discussion in recent years is the differential position of men and women in the labour force. Professors Poirier and Gagné examine the career choices and aspirations of women in two contexts: social divergency theories derived from the ideas of Marx and Simmel, and personal symbolization theories based largely on the writings of social psychologist George Mead. From a study of these and related theories, the authors have derived a series of propositions which should help to formulate a coherent social theory relative to women's career choices.

Over the years, music education has gained gradual acceptance as an integral element in the school curriculum. In her paper, Professor Jorgensen has devised a matrix which provides a framework for the theoretical description of the decision making process in music education. Her model, illustrated with historical examples can be used in many aspects of music education and by many sponsoring agencies.

Philomena Hauck

EDITORIAL

La faculté d'éducation de l'Université d'Ottawa est heureuse de s'associer à la faculté d'éducation de l'Université de Calgary, pour la publication de la revue "Journal of Educational Thought" qui sera coiffée en français du nom "Revue de la pensée éducative."

Voilà plus de quinze ans que paraît le "Journal of Educational Thought" et sa réputation de publication savante n'est plus à faire. L'invitation qu'on a faite à la faculté d'éducation de l'Université d'Ottawa de se rendre responsable d'une section française marque un tournant dans l'histoire de la revue et ne pourra qu'élargir le cadre et le rayonnement de son activité éducative. Ses lecteurs d'expression française y trouveront, dans leur langue, des écrits dont la qualité et l'érudition, établies par leurs pairs, contribueront à maintenir la tradition d'excellence de la "Revue de la pensée éducative."

Le comité de rédaction à Ottawa remercie les collègues de Calgary et, en particulier, monsieur le doyen Robert Lawson et la professeure Patricia Cooke, rédactrice de la revue jusqu'à tout récemment, de leur accueil chaleureux. Il tient à assurer la nouvelle rédactrice, la professeure Philomena Hauck, de son entière collaboration.

Le rédacteur associé,
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