

Editorial

We begin this issue with an article of the type I would wish to receive more often, in part because it shows that subscribers are reading and actively responding to the articles we publish. The article by Evelina Orteza y Miranda, written in response to the article by Malikail and Stewart (Volume 22, Issue 2), explores alternate interpretations of the expression *my moral judgment* and their consequences. Normally, the identities of reviewers for JET articles are not revealed, but in this case I am making an exception. Dr. Miranda's article was sent to one of the authors of the original article for comment. Dr. Malikail recommended that the article be published, and I am hopeful that in a future issue, we will be able to print a rejoinder from Malikail and Stewart.

Claude Michaud's article challenges educators to redefine our principal educational objectives in this a period of extreme social change. More precisely, Dr. Michaud analyzes changing social influences and the "various pathways" which will lead us to recast education to suit the needs of learners in a similar vein, but addresses a more specific issue. Raymond Calabrese examines American school policies towards adolescents and the effect of these policies on minority students. He makes recommendations for changes in policy which, for many readers, will be highly controversial; we welcome readers' reactions.

The final article in this issue is a treatise on conflicting views of creativity. Raymond Jacobs contrasts the perspectives of B.F. Skinner and Jean-Paul Sartre, and proposes that we go beyond either view toward a "multifocal humanist position."

John Willinsky has assembled four book reviews and a review essay. Garth Benson's review essay is centered on Carr and Kemmis' *Becoming Critical: Education, Knowledge and Action Research* and is a careful examination not only of the book but also of the issues surrounding its main themes. The four books reviewed address, as usual, a wide range of matters central to our thinking and our work as educators.

Editorial

Le premier article de ce numéro est du genre qu'un éditeur aimerait recevoir plus souvent: il s'agit d'une réponse à un article. Le professeur Evelina Orteza y Miranda offre ses commentaires à Malikail et Stewart (Vol. 22, No 2) au sujet de l'expression "mon jugement moral." C'est à la demande du professeur Malikail que nous publions ces commentaires. Pouvons-nous espérer, dans une prochaine parution, une réponse des auteurs?

L'article de Claude Michaud invite les éducateurs à une mise au point de leurs principaux objectifs, en ces temps de changements sociaux; ces changements peuvent baliser les voies d'une éducation mieux ajustée aux besoins nouveaux. Le troisième article traite aussi de transformation sociale mais s'intéresse à une question plus spécifique: celle de la condition des étudiants membres des minorités culturelles aux Etats-Unis. L'auteur, Raymond Calabrese, offre un ensemble de recommandations spécifiques dont certaines pourront susciter un débat intéressant.

Le dernier article est un exposé de deux conceptions divergentes de la créativité. L'auteur, Raymond Jacobs, montre comment les pensées d'inspiration Skinnérienne et Sartrienne doivent être dépassées en vue d'une perspective humaniste multidimensionnelle.

John Willinsky présente quatre recensions d'ouvrages traitant de questions qui occupent une place centrale dans la réflexion et l'intervention éducative. Cette section contient aussi un essai de Garth Benson dont le sujet est le livre de Carr et Kemmis, *Becoming Critical: Education, Knowledge and Action Research*. Le texte de Benson est non seulement une étude attentive de cet ouvrage, mais une réflexion éclairante sur des questions connexes.

Announcement

The editors of the *Alberta Journal of Educational Research* and the *Journal of Educational Thought* announce a special joint issue on the subject of Collaborative Research in Education. We are particularly interested in theoretical explorations, position papers, and research reports written from a scholar - school collaborative perspective. Authors may submit manuscripts in triplicate to the editor of either journal. The format for submission can be found in either AJER or JET. Please indicate on your manuscript that it is a submission for the special issue.

DEADLINE FOR RECEIPT OF MANUSCRIPTS IS MARCH 1, 1990.

Addresses:

The Editor
Journal of Educational Thought
Faculty of Education
University of Calgary
Calgary, Alberta
T2N 1N4

The Editor
The Alberta Journal of Educational Research
Faculty of Education
The University of Alberta
Edmonton, Alberta
T6G 2G5