

Editorial

Returning to Normal

Although the COVID-19 pandemic has not really passed most of the world, including China, is now trying to return to “normal”, or the state before COVID. While this is proving harder than one thought, we are flying freely again, walking about in shopping malls without masks, and even going to the hospital when we feel it is necessary. Though this latter activity can be dangerous as some of us have learned from experience.

This issue of the *Journal of Educational Thought* is also a return to normal though it is in many ways a special issue as well. The first article by Daniel Lang is a very long and important article that discusses the history of university federation in Canada. University federation is an interesting experiment in the history of the university generally. It is not a unique Canadian variation on the university movement, but it is perhaps more widely practiced in Canada than anywhere else as Lang documents. Indeed there is no unique Canadian model but a variety of different approaches to university federation again as Lang ably documents. For anyone with a serious interest in the varied approaches to the university as a universal movement this study is an important chapter in that history. It is also the longest article we have ever published in *JET*.

Yoshiyasu Takefuji in his article entitled “Today’s Common Sense in Science can be Changed Tomorrow” reminds us that one of the most valuable things about natural science is that while its theories and central view are as close to the truth as we can often get, it is frequently contradicted by further scientific thought, observation or experiments. His important article offers us three examples of this: the various health policies of different countries during the COVID-19 pandemic; the universality of Ohm’s law of electrical resistance; and our present policies that ignore animal welfare by producing protein primarily from animals we slaughter. This is the shortest article we have ever published.

The third article in the “normal” issue considers how one might intervene in the terrible, but common, practice of school bullying. In this article Ronald Jacobson and Michele Jacobson detail how we might make bullying a visible activity or behaviour to adult eyes in schools so that one might collect better data and develop better

approaches to the handling of such bullying. Their view is that if one can better understand the reasons or causes why such activity or behaviour occurs one can better address and counteract it in a school setting. They offer a process that may well work in a school setting to offer better knowledge of this otherwise common practice that is often hidden from the adults in a school setting.

And finally, in the last article in this issue Chen-Jey Lee explores how reading is affected by the epistemological stances we as readers may take that affect the interpretation of a text. This, they present, as something entirely new and understudied if noticed at all. We normally teach reading in countries like Canada as a decoding of a text consisting of alphabetized words. We also think of it as a natural or innate human capacity. We sometimes think of it as an interaction between a reader and a text; or we rethink of it as a product of a variety of socio-cultural practices. But we hardly ever think that it is embedded in our individual epistemological stances such as objectivism, subjectivism or more commonly in our time constructivism. Lee explores all of these and their impacts of the possibility and that quality of our reading.

I commend each one of these very original articles to the reader's delight in this issue of the Journal of Educational Thought.

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Editor-in-Chief