



In education, as in all the social sciences, we have had to reconsider the role academics play in the development and dissemination of knowledge. It is a question that one asks oneself at the beginning of every class. What do I bring to this situation? How should I prepare? How is knowledge generated? My graduate students and I together learn that we must search ourselves as well as the texts. Our words touch ideas in others, ideas which blossom into flowers different from the seeds we had sown, reminding us of the uniqueness of our own vision and yet our connectedness with others. It is their works that help us bloom. In their reactions we find ourselves. We learn that only when we feel comfortable and accepted are we able to share.

The question of which knowledge is worth sharing is the focus of Vandenberg's paper. His contention is that "the whole point of acquiring theoretical knowledge in schools is to enable one to enter into society and convert this into practical knowledge by engaging in the adult activities of one's society." Two pieces have implications for what happens in schools: Smith's review of Kennedy's dissertation, and Juliebo's "Sonia's Story." The latter in particular highlights the danger of parents being unthinking in their view of their child. How is it possible to create a situation where school is not part of the home discussion unless positive things are told which reflect well on the parents? Kvale's paper, "The 1000-Page Question," through its presentation helps us address the experience of reflecting on texts in the process of doing research. I hope you enjoy these papers and respond to their ideas. Share us with others and help expand our community of subscribers!

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