The distinction between basic and applied studies points to a theory-practice gap that worried the research community from its beginnings. Educational research to the mid-1980s was approached primarily through quantitative investigation. This does not imply that qualitative studies lacked legitimacy, but that their various methodologies did not readily measure up to "scientific and objective" quantitative traditions. There is little evidence of a shift from one approach to the other. Educational research retained quantitative and qualitative characteristics, as if these were necessarily complementary perspectives.

IMPLICATIONS

Did the gradual decline in the number of non-university authors signify a narrowing of the Journal's and the community's interests, or was the continuing high participation of university scholars a "circling of the wagons" as individual interests and power played out against competing groups in times of academic restructuring and financial constraint? And does the growth of the Journal show that educational research has become a cooperative endeavour among local, provincial, federal and international institutions? Does research depend not only on their financial assistance, but also on the character of their political interests in educational research and editorial policy?

CONCLUSION

We could do with more work on the differential evolution of Canada's decentralized research communities. One way to begin that work might involve comparisons of the Journal with other periodicals, such as Interchange (which first appeared in 1970) or the Canadian Journal of Education (which made its debut in 1976). These publications, analyzed under systematic and logically consistent standards, may suggest markers for deciding how educational research moves forward (or sideways) in Canada. It may not be entirely far-fetched to say that in the Canadian educational community the periodical has served not only as the messenger but the message.

ACKNOWLEDGMENT

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ESSAY REVIEW I

Traditions of An

Sol


Diane Ravitch, Left Back: A Century of

In the ... debate over canons, traditional that we have intellectual and moral rebel radical idea. It is simply true that the stood in relation to a history of ap argument. Knowing the facts (Michael Walzer, "Philosophy. How

In 1962, Frederic Lilge, professor of

education, published a sympathetic

chronology of the School: Progress and

end of his review, Lilge posed a challenge that might not now be written treatment of the progressive tradition in American educational traditions. In the progressive tradition, almost unlimited, social response. In the conservative view, "the school though not exclusively, the developed capacities." Invited to respond.

I concur wholeheartedly in Lilge's conservative tradition in America.

s some embarrassing lacunae in our history, we really know about William T. Hutchins, or Isaac Kandel.2

Diane Ravitch's Left Back: A Century

would be, more accurately, "A Century is part history and part strong critic.

1"Studies in Philosophy and Education in Canada" 65.

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RESEARCH NOTE

Towards a History of Educational Research in Canada: Content Analysis of the AJER

Henry W. Hodysh

Since its inception in 1955, The Alberta Journal of Educational Research (hereafter, the Journal) has acquired a wide circulation, notably publishing research from outside the scholarly community in the Canadian west. Whether this eclectically-minded Journal was or is on the "cutting edge" of educational research is a matter for debate. But recognition by independent and anonymous assessors as a journal of high quality makes it a worthy candidate for study and analysis.

FOUNDING IMAGES

The cultural climate in education in the mid-1950s accounts in part for the formation of what eventually became known as the Alberta Advisory Committee on Educational Research,1 along with institutional support from the University of Alberta's Dean H. Smith of the Faculty of Education, Gordon Dunlop, head of the Division of Educational Psychology, and others. Besides fostering educational inquiry, the Committee was to "encourage the publication of research findings" and to promote cooperation among researchers—hence the founding of the Journal.2 In the view of University President Andrew Stewart, the notion of research as "the application of disciplined intellectual curiosity" was directly pertinent to the teaching profession.3 Of 20 manuscripts about research in the Journal's inaugural volume, all but one (an historical piece) were grounded in psychology and sociology. Subjects ranged from teaching of school children to adult education and the teaching profession itself. Methodology leaned heavily on empirical and quantitative devices, coloured by utilitarian themes and the theoretical work of American scholars.

2Ibid., 66.

THE PURSUIT OF COMMITMENT

By 1965 editor G. Eastwood, noting the Journal's continuing emphasis on empirical studies, appealed for more philosophical, historical, and other forms of "systematic enquiry," theoretical and practical. Still, research reporting continued as before, following the standard sequence of "organization of problem," "literature review," "findings," and "interpretation." University professors and recent graduates were the usual authors, and their writings inclined to the empiricism then prevalent. Although most manuscripts tackled education in Alberta, writers were no longer exclusively from the province, echoing Smith's earlier call for contributions from outside its borders.

Two editorial policy developments at this time are of particular interest. The first was the formal designation of an Editorial Board, comprising reviewers from the University of Calgary and the University of Alberta—a major step in professionalization of the Journal. The second, under the aegis of Dean Coutts, was a policy of appointing editors from different academic departments in the Faculty on a rotational basis. In principle the continual infusion of fresh ideas into the Journal recognized a variety of disciplinary orientations.

THE JOURNAL IN TRANSITION

By the mid-seventies the Journal was established as a national and international forum for educational research whose editors encouraged submissions from a growing research community in faculties and institutes of education from Canada and abroad. The manuscripts embraced not only the quantitative orientation of most investigations, but qualitative studies (which, to a lesser degree, had appeared in the Journal since its inception). This development illustrated the persistent influence of American practice in educational research.

This observation—derived from a bibliographic count of the place of publication of all references cited in manuscripts published in every decennial volume—does not mean Canadian input was restricted to authorship, as many articles had Canadian subjects and illustrations. An international advisory panel of editors was established, also on a rotating basis, to encourage new interpretations of educational research. With scholars from the United States, Great Britain, Belgium, Australia, and Canada, the panel greatly enhanced the Journal's influence as a refereed periodical. This development, "Paper Review," "Rejoinders," and "Essay Reviews," encouraged an exchange of views. During the 1990s the Journal's eclecticism as qualitative research growing out of social activities reinforced a shift of emphasis in research reporting.

PATTERNS

Over the Journal's four decades of development, categories of research were increasingly represented. In 1955, volume, only 37% (10 of 27) of the Journal was dedicated to "basic" research manuscripts published, while 63% (17 of 27) were "applied" research. By 1994, only 25% (10 of 40) of the Journal was dedicated to "applied" research, while 75% (30 of 40) were "basic" research manuscripts published. This development was an exception of a special 1995 issue about "qualitative research." Before 1986, quantitative papers offered qualitative research. The Journal's research can be conceptualized as philosophical, historical, and social, with papers spanning more than one area of inquiry. In the Journal's history, qualitative research has predominated, with 55 published papers on qualitative research, while 24 in the social sciences and 25 in the historical and philosophical. As papers may span more than one area of inquiry, the research categories are not mutually exclusive. Instead, they are complementary, reflecting the Journal's commitment to a comprehensive and interdisciplinary approach to educational research.

REFERENCES

The Journal's continuing emphasis on empirical, historical, and other forms of research continued, as did research reporting. "Organization of problem," "literature," and "empirical" University professors and recent their writings inclined to the empiricism. Tackled education in Alberta, writers province, echoing Smith's earlier call for this time are of particular interest. The established as a national and international editors encouraged submissions from a different academic departments in the the continual infusion of fresh ideas of disciplinary orientations.

Over the Journal's four decades of development, intellectual traditions and images of research were increasingly representative of work done in universities. In its first (1955) volume, only 37% (10 of 27) of Journal authors were affiliated with a university; by 1997, the figure was 87% (24 of 27). The participation of teachers, principals, and superintendents diminished over the next three decades. Although most researchers resided in Alberta, by 1975 the foundation of new education faculties and institutes offered a wider pool of authors (see figure 1).

Only about 13% of authors were female in 1955. After 1965 the proportion of female authors rose by 1995 to 36%. Of 16 individuals who rotated to the editorship from faculty departments, three of four females took office only after 1994.

The categories of research articles accepted for publication deserve remark, including as they do basic and applied research, and quantitative and qualitative research. Although there can be no clear-cut distinction between the latter categories, a general pattern appears (see figure 2).

The number of applied research papers always surpassed the number of "basic" research manuscripts published in any given volume, with the single exception of a special 1995 issue including generally theoretical papers on the "bell curve." Before 1986, quantitative research dominated; by 1997 the majority of papers offered qualitative research.

The Journal's research can be analysed according to psychological, sociological, historical, philosophical, administrative and curriculum, and instruction areas of inquiry. In the Journal's five decennial volumes, psychological investigations prevailed with 55 published manuscripts, followed by 41 in curriculum and instruction, 24 in the sociological domain, 18 in administration, and 5 each in the historical and philosophical areas. (Again, these distinctions are rarely absolute, as papers may span more than one area of study.)

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FIGURE 1
NUMBER OF ALBERTA AND NON-ALBERTA AUTHORS IN EACH DECENNIAL VOLUME


<table>
<thead>
<tr>
<th>Year</th>
<th>Alberta Authors</th>
<th>Non-Alberta Authors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1955</td>
<td>0</td>
<td>(0)</td>
</tr>
<tr>
<td>1965</td>
<td>8</td>
<td>(16)</td>
</tr>
<tr>
<td>1975</td>
<td>19</td>
<td>(27)</td>
</tr>
<tr>
<td>1985</td>
<td>26</td>
<td>(26)</td>
</tr>
<tr>
<td>1995</td>
<td>40</td>
<td>(44)</td>
</tr>
</tbody>
</table>

Alberta authors --- non-Alberta authors

The representation of authors or manuscripts in all graphs is expressed in numbers in lieu of percentages in order to identify their actual total.

FIGURE 2
BASIC AND APPLIED RESEARCH


<table>
<thead>
<tr>
<th>Year</th>
<th>Basic Research</th>
<th>Applied Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>1955</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>1965</td>
<td>16</td>
<td>24</td>
</tr>
<tr>
<td>1975</td>
<td>11</td>
<td>17</td>
</tr>
<tr>
<td>1985</td>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td>1995</td>
<td>0</td>
<td>24</td>
</tr>
</tbody>
</table>

Basic research --- Applied research

Bibliographic counts by place of publication suggest the changing profile of the journal. In 1955, for example, 64% of references were to Canada. The percentage rose over the next three decades, dropping slightly to 77% in 1985 and 72% in 1995. The age of Canadian-referenced publications was relatively low in 1965, 11% in 1975, 15% in 1985, and 19% in 1995.

In 1955-75, most Canadian references were to authors from Alberta. By 1985, references to British Columbia were more common. Over all four decades, citations from Australia remained less frequent than those from the United States. These data do not show the source of ideas, dissemination and control by publishers, the geographic and social boundaries of Canada's geography and culture, nor the all-pervading cultural and educational influence of the major powers. References to counterparts in Australia, for example, were influenced by the primary authorities, who were economic geographers and urban planners, rather than "basic" educators.

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FIGURE 3
QUANTITATIVE AND QUALITATIVE STUDIES

Bibliographic counts by place of publication of references cited by researchers suggests the changing profile of the journal's research community. In 1955, for example, 64% of references were to work published in the United States. This percentage rose over the next three decades, from 71% in 1965 to 78% in 1975, dropping slightly to 77% in 1985 and 73% in 1995. By comparison, the percentage of Canadian-referenced publications in all manuscripts was 31% in 1955, 16% in 1965, 11% in 1975, 15% in 1985, and 17% in 1995.

In 1955–75, most Canadian references were to documents published in Alberta. By 1985, references to British Columbia and Ontario were common. Over all four decades, citations from Great Britain, Europe, Australia, and New Zealand remained less frequent than those from Canada. Although these numbers do not show the source of ideas, they suggest an important influence on their dissemination and control by publishers and editors in the United States—an outcome of Canada's geographic and intellectual proximity to the United States and its all-pervading cultural and educational influence. Although Canadian researchers interacted with counterparts in Australia, Europe and Great Britain, Americans figured as primary authorities. American influence was tempered by Canada's rapid economic growth and urbanization, and consequent educational demand for applied, rather than "basic" educational research.
