

Editorial Statement

International Journal of Progressive Education (IJPE) fills a long existing need for an international journal of educational theory and practice that is interdisciplinary in scope and multilingual in coverage. The absence of such a multilingual journal was especially unfortunate because cross-cultural and multilingual representation and understanding of theory and practice in education studies and social sciences are essential for strengthening the understanding of world peace, and justice and equality. It is one of the aims of IJPE to represent multiple languages- multiple ways of being in the world- in the field of education and social sciences to become an alternative voice against the invasion and domination of Eurocentric and Euro-American scholarship which aims to establish an intellectual, cultural, and political hegemonic identity in academia as superior to the rest of the world.

In order to promote the development and exchange of ideas on educational theory and practice in multiple languages, IJPE will avoid exclusive identification with any particular school or orientation. The editorial board is truly multinational and special efforts will be made to publish valuable articles from throughout the world. IJPE will be the major publication of the International Association of Educators, and, in a sense, one of the main reasons for its existence.

One of the most difficult questions which the editors had to face was the name of the journal. The present name was finally selected after much discussion because of the historical and political contentious discourses on “progress” in the world and “progressive education” especially in the history of US Education.

We are all interested in progress; "progress" is a word too much abused in our day. It is clear as we look over the human history that there are some “progressive” agendas which are fruitful and some which are not, some progressive activities which lead to peace, freedom, and justice, some which lead to hegemony, war, and political and social instability. We have a practical as well as a theoretical approach to this issue. Although we are all interested in “progress” and “progressive education”, we do not have any fixed definitions for them. Progressive education in our view is not an instrumental tool or a product which can be stored, applied, or quantified, but an *existential experience*, an unfinished, incomplete language which break the artificial, hegemonic, sexist language disengage us from the ethical and political discourses on freedom, peace, justice and social equality. This approach to progressive education explores educational theory and practice as a political, ideological, gendered, sexual, racial, transformative, social, discursive, and performative Praxis.

We also believe that our responsibility as educators is to find partial thick definitions to “progress” and “progressive education”, and compare them with other alternative ethical understandings which are at least potentially capable of expanding our way of being in the world. Thus, we can check on the adequacy of our understanding of progress and progressive education which are historically conditioned, and incomplete. In order to do such reflexive evaluation, International Journal of Progressive Education provides an open transnational space for educators to further the development and exchange of the ideas on progress and education. IJPE welcomes diverse disciplinary, theoretical, and methodological perspectives on these issues from all spheres of education studies and social sciences which may move us toward greater knowledge and understanding in all areas of educational theory and practice.

International Journal of Progressive Education will have at least three essays an issue in different areas, including Critical Pedagogy, Multicultural Education, New Literacies, Educational Evaluation and Policy, Postmodernism, Globalization and Educational Technology. However, IJPE will not attempt in any way to devalue the work which has been done in these areas, and our hope is to complement this work rather than to compete with it, utilizing especially the ideas of sociologists, psychologists, educators, and political theorists. Periodically, a special issue dedicated exclusively to a single topic will also appear. A Book Review section will consider one or at most two recently published works that have significance for educational theory and practice. Furthermore, certain well-known authors will be asked to review their own books, thereby finding an opportunity to respond to criticisms and to reflect on their own writing objectives.

Acknowledgment

We begin publication with considerable confidence in the worth of our enterprise and with the hope that we can make a significant contribution to the field. Regardless of all our confidence and hope, this journal cannot be as successful as we are willing to make it without the cooperation of all our members. We would like to give special thanks to Dr. Susan Adler, Dr. Bertram Chip Bruce, Dr. Yang Changyong, Dr. Norman Denzin, Dr. Carol Gilles, Dr. Peter McLaren, Dr. Susan Noffke, Dr. Peggy Placier, Dr. Sharon Tettegah for their contribution to the journal.

Dedication

On behalf of the editorial board of IJPE, we would like to dedicate our first issue to the victims and families affected by the Southern Asia tsunami disaster, and to the nations of Europe and Turkey which has decided to create a European Union where civilizations meet and reconcile and build a new world on peace and hope together.

Mustafa Yunus ERYAMAN
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编者语

长期以来，人们就一直希望能有一份跨学科、接受用不同语言撰写的有关教育理论和实践的国际刊物，《进步教育国际学刊》（IJPE）就试图满足这样的期望。从事教育研究和社会科学研究经常需要进行跨文化、多语言的描述和理解，因为这十分有助于推进人们关于世界和平、公正和平等的理解，在一定程度上甚至是十分必要的。所以，过去缺少一份像《进步教育国际学刊》这种以多种语言刊印发表的刊物实在是遗憾。正因为如此，我们创建本刊的宗旨之一就是在教育和社会科学领域代表不同的语言（亦即这一世界上不同的存在方式）发出抗衡学术侵略及学术控制的声音，因为我们知道以欧洲为中心以及欧美为典范的学术传统一直试图在学术界建立起知识、文化、及政治的霸权地位。

为了以多种语言推进教育理论和实践的发展和有关观点的交流，《进步教育国际学刊》拒绝成为任何特别学术流派和学术方向的特别代言人。编辑部所有成员来自各个不同的国家，将不遗余力发表来自世界各地的有价值的文章。本刊将会成为教育者国际联合会的主要出版物，在某种意义上讲，这也是我们当初要创建该联合会的主要原因之一。

《进步教育国际学刊》的编辑们曾经面对的最大难题之一就是本刊的命名问题。鉴于历史上、政治上对

“进步”的涵义在世界范围内发生的争论，以及美国历史上曾有过的“进步教育”，编辑们经过多番商讨，终于决定将该刊命名为《进步教育国际学刊》。

我们都对进步感兴趣，然而，“进步”也是一个在我们这个时代备受滥用的一个词。翻开人类历史，我们就会对此有清楚的认识：有些“进步”规划硕果累累，有些则不；有些进步活动使人类走向了和平、自由和公正，而有些则给人类带来了霸权、战争和社会动荡。对于这个问题我们将采取理论与实践相结合的方法。尽管我们都对“进步”和“进步教育”感兴趣，却没人对它们下过任何明确的定义。我们认为，所谓进步教育，不是一种工具，也不是一种可以储存、应用或者量化的产品；它是一种实实在在的经历，一种未完的、尚不完整的语言，这种语言可以打破人为的、霸权的、充满性别歧视

的语言，可以使我们从有关自由、和平、公正和社会平等的民族和政治话语中解脱出来。从这个视角研究进步教育，就可以把教育理论和实践当作政治的、意识形态的、性别的、性的、种族的、改革的、社会的、话语的以及行为的实践来探索。

同时，我们认为，作为编辑，我们有责任去发现有关“进步”和“进步教育”的坚实定义，并与那些至少可能会扩充我们生活方式的其它理论相比较。这样，我们就可以检查我们是否已经完全理解了受到历史条件限制的、不完整的进步和进步教育。为了达到这样的反思性评价，《进步教育国际学刊》将为教育家们提供一个开阔的跨国平台，以推进人们关于进步和教育的认识，并促进这方面的交流。本刊欢迎所有从教育研究和社会科学的各个方面来探讨这些问题的学科、理论和方法论视角，以深化人们对教育理论和实践的各个领域的认识和理解。

《进步教育国际学刊》面向的主要领域包括评论教育学、多元文化教育、新读写能力、教育评论和政策、后现代主义、全球化、教育技术等。当然，本刊绝不会以任何方式来贬低在这些领域的原有工作，相反，我们希望我们能够特别利用社会学家、心理学家、教育家和政治理论家的观点来为这项工作做一些有益补充而不是与之竞争。本刊每期将会收录至少三篇研究论文，我们还会定期出一些专辑，发表一些针对同一主题的文章。我们会在每期的书评部分评论一两本对教育理论和实践有意义的新书。不仅如此，我们还会邀请一些知名学者来评论他们自己的书，并请他们回应读者对他们的评论，让人们知道他们当初写作某著作的目的。

致谢

我们深信自己事业的价值，并希望我们能对此领域作出巨大的贡献，基于这样的自信和希望，我们创建了这份刊物。不管我们有多么自信，也不管我们的希望是多么的美好，如果没有所有成员的合作，这份刊物怎么也不会像我们所希望的那样成功。我们要对以下博士致以特别的谢意，感谢他们为这份刊物所做的一切，他们是苏珊·阿德勒博士、伯特兰·布鲁斯博士、杨常荣博士、诺尔曼·丹金博士、卡罗尔·吉尔斯博士、彼德·麦拉仁博士、苏珊·莫夫克博士、佩基·普拉西尔博士、沙龙·泰特加博士等。

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