

Editorial Note: Bridging Research and Practice

One of the links between research and practice is the concern of the researcher. Burawoy (2005) persuade us to meet the challenge and promise through 'public sociology'. Burawoy visualizes public sociology not just as a science but as a moral and political force to defend the interests of humanity. Friere (1973) saw critical consciousness as the vehicle for emancipation. Paulo Friere has guided a generation of scholars who see relationship between consciousness, the world they inhabit, and the work they do. Kincheloe, who is infused with the spirit of Friere, encourages us through 'critical pedagogy' (2004) to rethink 'given rationality' in humane and interconnected manner. The usefulness of their research lies in their concern for the society.

Through 'Research and Practice in Social Sciences' we have tried to create a platform where we can give voice to the primary orientation of the researchers. We received encouragement and support but we have also met with resistance. There were several submissions for the current issue. Some of them were good review of literature and opinion pieces. The final decision for their acceptance still lies with our excellent and committed review panel. Our editorial board has referred three articles for this issue. All three papers concern women and are by concerned women researchers. The range of the selected research paper cover - female multicultural preservice teachers in New York, women in informal sector in Manila, and female shea butter producers in West Africa.

Verma and Habashi generated positive response through their excellent article in the very first issue of this online journal. They analyzed the perceptions of pre-service middle school teachers in incorporating themes of contextualized curriculum of science education through multicultural education. Moore's article in this issue supplements them and at the same time carries forward our common quest. In her role as a researcher and teacher, Moore draws from her experience of her marginalized group, and is committed to inculcate values in preservice teachers that are essential for teaching culturally, ethnically, and linguistically diverse students. Similar roles in different contexts tend to merge and are identified as a single role recurring in different relationships. Moore's

article questions the definition of diversity, advocates community context to reflect in curriculum, and calls for an inclusive education.

With Steinberg and Kincheloe (2001), we recognise that the key to critical multicultural education is to understand the power blocks of class elitism, 'white' supremacy, and the hold of patriarchy in all societies. We are committed to giving voice to issues from around the globe. We need to understand the various power blocks that impends our humanitarian concern. The next two articles deal with women's role in generating income for the family through small-scale enterprises. In urban Manila (South-East Asia) or rural Burkino Faso (West Africa) women entrepreneurs develop a sense of economic and psychological empowerment through their involvement in informal sector. Bonnin's article discusses women in low income urban community of Manila, who cater to the neighbourhood customers and bring global products to local market.

Elias's research show how local product reaches global market. The interesting aspect of Elias's paper is the dilemma that she faced when she attended to the voice of the researched and started her own enterprise to help the researched. Her shifting positionality and the impact of her activism on her research process is neatly delineated in her article. Bonnin and Elias provide fresh breath to our common concerns. We encourage multidisciplinary work from different theoretical standpoint. We consider social theories as our explanation to our relationship to the world. Theories are our tools that help understand our society, analyse, and interpret them. They guide the practical concern of our research as well as our orientation in the research process.

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