



PREFACE

We have three distinct foci for this issue: essays on what we are calling “the new positivism,” an essay on Polanyi and the Society of Explorers, and two book reviews. Most of this will be self-explanatory, but I will let Collin Barnes, guest editor, speak to the first of our foci—and I want to thank him for his hard work in bringing that material to press.

I also want to welcome Stan Scott to *TAD* editorial board. Stan is retired from the University of Maine Presque Isle where he taught literature and philosophy.

Do remember to keep up with upcoming events at www.polanyisociety.org.

Paul Lewis

A WORD FROM THE GUEST EDITOR

In this issue of *Tradition & Discovery* we have collected several papers on what appears to be a new emphasis on evidence-based assessment practices and industrial production paradigms in the evaluation of undergraduate college students (Marty Moleski), the preparation of American school teachers (Tim Simpson), and the education of primary and secondary school youth in Wales (Nigel Newton). Our contributing authors raise powerful Polanyian objections to these activities, and they propose possible avenues for reform through the thought of Harry Broudy and Michael F.D. Young. Whether the nomenclature of “new positivism” applies in the field of psychology, where arguably many educational assessment practices find their roots (recall E.L. Thorndike), is less certain. As the fourth article in the series explains, while psychologists know better now than in the past recognize the role personal judgments play in interpreting their findings, they still treat such decisions primarily as barriers to knowledge.

The authors’ contributions to this issue are greatly valued. We hope they both inspire readers to reflect and assure them that in some quarters of education and psychology today, Polanyi’s thought remains at work.

Collin Barnes