

Editorial

Can We Interest You?

The **Journal** over the years has served as a forum for current ideas in the field of education **in general** and, because it is a publication that covers topics in a very broad field (education in all its dimensions), the matter of selecting articles from all those that are submitted for publication exacts a critical skill in decision making. If it were a journal that served an audience with a more restricted range of interests the matter of selecting those articles that will be published might be less demanding.

The variety and quality of the manuscripts and topics submitted to the **Journal** present a challenge to any editor because the job of editor is not simply a matter of deciding between which papers meet the criteria of scholarliness and good writing and those that do not, but, also, which topics will inform and excite the curiosity of educators with a diversity of interests.

It is with that last thought in mind we have put together this issue with the expectation -- and faith -- that the ideas expressed by these authors will appeal to the common basic interests of most educators. In our opinion they have something interesting and informative to say to us.

Prof. Magnuson challenges some of the previous held ideas about education and the rate of literacy in New France. One does not have to be an historian to find his historical research on the rate of literacy among women in New France a novel approach to retrospective fact-finding.

All of us are concerned about the quality of writing and that talent called creative expressiveness -- the ability to put oneself on paper -- which Profs. Aversa and Tritt and Mr. Lund have written about in a provocative manner. If one wants to become sensitized to his own writing style, these authors will set

you out on that quest.

Not all of us will have the opportunity or the courage to move into the milieu of a foreign university and lend our skills and knowledge to assessing and developing their education curriculum, particularly in a country that is not well known to most of us. However, Profs. Boulianne and Weston, with clarity and precision, describe for us their experience and research findings from several years work with a university in Ecuador.

For some of us, standardized testing maintains elitism and has been viewed as demeaning to its "victims"; to others, it is a useful tool that provides an equitable, objective means of determining differences among students. Prof. Ungerleider nudges us with a challenging, and somewhat critical, review of the social and educational consequences of standardized testing. But Prof. Ungerleider's ideas are brought into better focus with Prof. Green's scholarly review of a book that projects the concept of "multiple intelligences". His review counteracts some of the concerns expressed by Prof. Ungerleider.

For those of us who are interested in Quebec's unique CEGEP system of pre-university education, Prof. LeBlanc brings together a valuable bibliography that surely can serve as a good start for any piece of research in that area of higher education.

If these articles do not prick your interests, perhaps next time there will be something for you.

W.M.T.