

Editorial

Forces of Change in Education

The discipline of Education, in order to remain a viable and vital field of study, must be adaptive and responsive to the changing times. It must, in some measure, predict what needs our society will have within a few years in terms of specialized educators. Furthermore, faculties of education must be vigilant with regards to the powerful impact economic, social, and political changes have in shaping the structures and thrust of our schools.

In this issue of the Journal, we have intended that the articles reflect some of the aforementioned directions in Education. Professors Boulianne and Meunier bring to the Journal its first article on Prison Education, an exciting field in adult education. Their findings on the critical variables in educating the prison population for rehabilitation are encouraging and give promise to advances in this frustrating branch of Education.

The forces of societal change, especially political, are clearly demonstrated by Professor Csapo in her analysis of cultural and educational changes in Tibet, and further reflected in Professor Kelebay's prodding assessment of the faltering schools of North America. While their writings may hint at a certain measure of polarization of opinions, it is clear that political changes that are incorporated in educational philosophy, can work either for the improvement or for the deterioration of the quality of schools. While we may not personally see things from the same perspective, we must agree that their perceptions are challenging.

Admittedly, Education cannot be all things to all people - and perhaps it should not even try but should simply be rationally selective. There is a need for us to move from seeing ourselves as trained technicians who learn innovative skills to believing in ourselves as professionals with

specialized education. Professor O'Neill clearly delineates the profound difference between teacher training and teacher education. It is obvious that teacher **education** is preferable to teacher **training**, when it comes to being responsive to the forces of change in Education.

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