



# Editorial

## Highlighting Canadian Educational Issues

It is seldom that in one issue we examine so many of the critical issues that are unique in many ways to Canadian education. Canadian content in the curriculum, the effects of human rights legislation on educational policies, and the role and place of religious education in the schools are some of the topics examined in this volume.

Professors Silva, Pupo, and Green have written an enlightening critique of the Symons Report which was commissioned by the AUCC to examine the ramifications and effects of appointing to Canadian universities large numbers of foreign scholars, particularly in relation to its effect on Canadian content of studies in Canadian universities. To say the least, their careful analysis of this report and the eventual reactions (or non-reactions) of Canadian educators raises questions about the mission and usefulness of special commissions.

The national sensitivity to human rights and the long range outcomes on legislation that effect school policy and curriculum are carefully documented and expanded upon by Professor Ray. His attempt to clarify the uses and misuses of human rights advocacy on school policy sensitizes us to how powerful a tool human rights legislation can be.

Religious education in the schools, especially in Quebec, definitely is a sensitive topic for many people. Mr. McKay presents a sensible and logical approach to develop a framework for teaching about religion in the schools. Rightfully so, he emphasizes that religion is embedded in our culture and has a profound effect on the lives of many of our students; thus the topic cannot be ignored.

Professors Farine and Hopper, and Professors Johnson and Snyder, "top off" this issue with current and relevant topics in education today. It is important to consider how parents are reacting to the extensive use of computers in the schools of Quebec and elsewhere. There is a definite need, as Johnson and Snyder demonstrate, to develop effective administrative leadership if schools are to fulfill their mission.

The historical examination of the Montreal Mechanic's Institute and its early experiment in adult education, written by Professor Keane, will surely be of interest to those who find the history of Montreal fascinating. In addition to being interesting historical reading, the article gives a boost to the authenticity and usefulness of adult education.

**W.M.T.**