



Gate Hinge

Editorial

Two broad areas, research and legal rights and responsibilities of teachers and students, comprise the major content of this issue of the Journal.

Professors Roberts and Clifton write of their research on attitudes of Inuit students. What makes their research of great value is their emphasis on the need to adapt classroom structure to the culture rather than attempting to change the values and cultural traditions to fit the curriculum. Their findings become particularly significant when read in the light of Professors Johnson and Johnson-Lee, who focus on ethnographic research and the need to describe clearly the culture where one conducts research. The four authors surely give us much reason to wonder how often research findings are completely misinterpreted and inappropriate conclusions drawn because of readers' lack of knowledge of the culture in which the research was conducted.

Professor McLean, in his research on achievement measures, demonstrates the fallacy of some of our previous assumptions about achievement tests. The point is well taken that achievement measures are more accurate, appropriate, and fair when we treat achievement as context and task dependent. Obviously, many of us have suffered through the nightmare of trying to solve mythical and hypothetical math problems which were never encountered in real life situations. Achievement measures, in order to be relevant, must move closer to the classroom and consider what happens there.

Legal rights and responsibilities of teachers and pupils have far-ranging implications for those who have to deal with them in the Canadian

legal system. There are so many qualifying factors, extenuating circumstances, and ambiguous legal statements with regard to education laws that we must conclude from Professor Magnuson and Ms. Fox that one can not ever be quite certain what will be the nature of a judicial decision in education matters. Ms. Fox draws a surprising dichotomy between student rights and prisoner rights. While we might, at first, read it with "tongue-in-cheek," we cannot help but conclude that she has drawn some challenging comparisons between the implementation of prisoner and student rights.

W.M.T.