

Editorial

A Potpourri of Ideas

A new era in Quebec English-language education began with the opening of Dawson College, the first English-language *College d'enseignement general et professionnel* (CEGEP), in 1969. As Professor Reginald Edwards explains in his article, the CEGEPs were the end result of a long process of social, economic, political, and educational changes that swept the Province of Quebec for over two decades following World War II. Professor Edwards traces the evolution and historical background of the CEGEP system in a phenomenally interesting manner by identifying the many events and key persons involved in the process. His humorous insights and observations add to an understanding of the historical period he covers.

Educational change in the Yukon and the passing of its new Education Act are analyzed by Professor Donald Burgess. His approach to the subject helps the reader place the innovative piece of legislation in perspective by comparing it to other similar types of legislation in diverse parts of Canada and the United States.

In keeping with the current concern of educators, particularly those who teach health education and related subjects, we are publishing a challenging article about "AIDS in Schools," written by Dr. David C. Sloane and Dr. Beverlie Conant Sloane, of Dartmouth Medical School. Their article leaves no doubt about the role that schools must play in public health education in order that this epidemic may be checked. Adolescents, they point out, are vulnerable and they must become aware, through sensible health education, that they can protect themselves from transmission of the illness. Drs. Sloane and Sloane give clear, sensible ideas on how to approach the complex task of moving knowledgeable adolescents to change their behaviour.

Professors Goupil, Comeau, and Pilon report on their research on how teachers perceive their relations with parents of children with behaviour problems. It becomes clear, through the results of their study, that the manner and means of communication between teachers and the children's parents are critical factors in resolving the differences between them.

Tangential topics in education are the subject of articles by Professor Paul B. Pedersen and Professor Maureen Muldoon. Professor Pedersen explains the complicated issues that involve the controversy over "brain drain" and the reentry of international students into their home countries. The evidence in Professor Pedersen's study seems to correct popular misconceptions about how many "foreign" students choose to remain in the country where they have studied. Professor Muldoon takes up the question of business ethics – who should teach this subject and in which faculty should it be placed. Ethics in business might be taught by individuals in religious education, but, if one looks at it another way, it might be taught best by business people. Both aspects of this question are examined.

In this issue, we are highlighting research which has been conducted in school settings by placing it in a separate section. Professor Robert A. Martin reports on his considerable experience in field-based preservice teacher education conducted through a program at the University of Toronto. Professor Thomas J. Ritchie interprets the findings of a qualitative research project that dealt with creating educational change through an examination of administrators' roles in supervision of teachers.

The issue concludes with a delightful little essay on Britain's smallest school, written by Professor E.L. Edmonds, of Prince Edward Island.

W.M.T.