

Editorial

Ethics, Philosophy, Training, and Legislation

More than most volumes of the *Journal*, this issue covers a comprehensive range of topics – some traditional, some open to disputation. What follows is a brief introduction to each of the papers included here, the first one dealing with the critical relationship that exists between personal values and the use of modern technology.

With advancing technology and the recognition and acceptance of a wide array of personal values, it is becoming of the utmost importance that teachers of social studies be aware of complex ethical issues that arise as high-level technology comes to be in the hands of persons with personal values that disregard human dignity. Prof. Kirman gives us a carefully thought-out discussion of the need for developing an ethic for social studies instruction that will address this concern.

In a similar vein, Prof. O'Dea gives her personal reflections on the important role of philosophy in teacher education. Applied philosophy has the potential of helping students develop awareness of ethical problems while they are learning subject matter. Future teachers will be faced with ethical issues which, perhaps, only applied philosophy has the potential for remedying.

Experiences of students and student teachers are examined in three different domains. Prof. Cook, in her study of adolescents' perceptions of their educational experience, found significant differences between adolescent males and females on what they consider to be important qualities possessed by an outstanding teacher, and their relative importance on their organizational techniques and classroom resources.

Profs. Lusignan, Fortier, and Gagnon have made a significant contribution in their research on students' strategies in revising written texts at the Secondary V level. Students appear to have a limited inventory of strategies

for revising texts— and most of those strategies lack efficiency. In another area, that of field experiences in an on-site teacher education program, Profs. MacDonald, Gurney, McKinnon, and Joyce take a look at which persons play a significant role in influencing student teachers, and furthermore examine the kinds of institutional constraints and "role-expectations" that shape the student teacher's identity.

Perhaps few of our English-speaking readers will be acquainted with Celestin Freinet's concept of teachers and his theory of teaching. Prof. Nowak-Fabrykowski has vividly detailed Freinet's concepts, his philosophy, and some of the techniques unique to his theory.

Why is public education and the teaching profession experiencing so much criticism from not only the media but other professionals as well? Prof. Stott, an experienced and recognized professor of education, identifies weaknesses within the teaching profession and some of the apparent flaws in teacher education programs. His well-documented paper should be taken seriously by those who are making high-level decisions in faculties of education.

Finally, Prof. Burgess comments on two critical pieces of legislation that have potential influence on the future of English education in Quebec. The paper dealing with Bill 141 looks at the responses to legislation proposed for the regulation of private education in Quebec. The second paper examines the recommendations of the Task Force on English Education, which was proposed by the Quebec Minister of Education in 1991. The implementation of these recommendations is another matter. The declining enrolments in the English-language school system can be stemmed only by the implementation, to some degree, of these recommendations.

W.M.T.