

Editorial

Scholarly Writing Enriches Our Field

While it is necessary to keep abreast of developments in education within Canada and the rest of North America, it is of considerable importance to keep ourselves informed on issues and problems in other countries. In this issue Prof. Lam has presented an up-to-date study of the effects of schooling on personality and performance of single children in China. The study is the result of an analysis of over 12,000 single children in China. His paper is followed by that of Thomas O. Eisemon and Charles H. Davis on the state of research and training in Sub-Saharan African universities. It provides some informative analyses for scholars investigating the structures of comparative educational systems. This international perspective is rounded out by a comparative study, conducted by Profs. Blais and Zerpa Pulido, on the changes experienced by adult students returning to school in Caracas and in Montreal, in the domains of family life, social life, and leisure activities.

Profs. Hodapp and Dykens have focused on the lack of attention that has been given to applying etiology-specific approaches to interventions with children with mental retardation.

Ethnocultural pluralism is an increasingly relevant variable in the education of Canadian teachers. Prof. Ouellet attempts to identify through several fields of knowledge ways to enrich teacher training programs so as to better meet challenges posed by the modern multicultural school.

Artificial Intelligence (AI) is considered a controversial issue by some educators. Prof. Farine looks at some recent studies of AI and, specifically, critically examines a recent work in this area.

The comparative study of leadership role perceptions of Ontario and Quebec school principals should provide some new insights in this area. Dr. Fagueret, who conducted this study while completing his doctoral studies at

the University of Mississippi, has made a significant contribution to studies involving interprovincial differences and similarities in educational administration.

This issue concludes with another of Prof. Edmonds' delightful articles on small schools – this one describing small schools on the Isles of Scilly. Deborah Chetcuti, now teaching in Malta, gives an inside view of her use of reflective teaching, and adds a warm touch by quoting significant critical incidents recorded in her own journal.

The diverse papers in this issue are rich in content and broaden our knowledge of teaching in many areas.

W.M.T.