

# Editorial

## A good range of ideas

As Canadian society becomes more and more culturally diversified, the schools likewise bring together students of many cultures in the classroom. The last decade has given witness to the need for teachers to know how to teach tolerance for students' cultural differentness so that, to some extent, anti-racist attitudes may be combated. Christopher Lyons and Mona Farrell have developed some ideas on some effective means of incorporating multicultural and anti-racist education into the curriculum by reviewing some of the most current literature.

Michael Polanyi's theory of "tacit knowing" or tacit integration is the basis for Dr. Dennis Cato's paper which proposes "to ground the teaching act in a theory of mind by delineating both the structure and process of the teaching act." Polanyi's theory is used as a means of viewing teaching as tacit integration, and the ideas presented on this subject in Dr. Cato's paper offer some alternative views on the act of teaching.

The topic of moral education in the context of postmodernist thought is the subject of Alexander McKay's paper, in which he reviews the basic features of postmodernism and follows this with a discussion of Richard Rorty's "proposal to replace Enlightenment concepts of objectivity and morality with an emphasis on ethnocentric solidarity as a preferred means of developing social norms." In light of the ever-increasing number of ethnic groups sharing the same space and resources, McKay's paper presents some provocative ideas for those teaching moral education.

Professors Williams and Schiralli have summarized their findings in a survey of Canadian university presidents' perceptions of campus life

issues. It is interesting to note, in this paper, the order in which university presidents view the severity of certain campus life issues which have made newspaper headlines in the past few years.

The World Bank's lending policies relative to higher education and research are examined in Thomas Eisemon's paper, which focuses primarily on the Bank's strategies for reforming and rehabilitating higher education and research in Eastern Europe. The outcomes of recent projects in Brazil, China, and Hungary are reviewed for the purpose of demonstrating how the World Bank has been influenced in viewing key issues involved in the restructuring of Eastern Europe's higher education systems.

Prof. Sanders has written a humorous paper on what he calls "edspeak and the double adjectival vacuity" that has become so prevalent in the literature on research in education. His table that explains how to use this rhetorical device will, no doubt, be the subject of much discussion among those who have become weary of "edspeak".

Michael Pagé speculates on how the objective analysis of one situation or an observation obtained in a specific domain can be beneficial to the resolution of problems in other domains. In this instance it is a comparison of preventive epidemiology and the field of education.

In the Field Reports, Prof. Bert Horwood, of Queen's University, and Prof. Ruth Dempsey, of the University of Ottawa, report on their findings in two pieces of field-research. Horwood reports on a naturalistic study of an integrated curriculum and points out that integration does not happen just because subjects are combined. There is more to it than that. Dempsey's study deals with a collaborative school-based approach to field experiences (or student teaching). Her study emphasizes the importance of structuring the student teacher's experience so that there is a form of developmental collaboration between the student and all persons in the school environment.

**W.M.T.**