

## EDITORIAL

### ENLIGHTENING US ABOUT MCGILL'S EARLY HISTORY

The introductory paper in this issue of the Journal presents, in detail, some of the earliest history of McGill University. Written by the esteemed professor emeritus, Reginald Edwards, it will stand out in future as a veritable treasure of information and historical actions that led to the University becoming what it is today, and what it has celebrated in the past. Prof. Edwards, always determined to glean his facts from primary sources, has traced the historical background of the search for a new principal of McGill in 1854. In doing so, he pulls together numerous strands of history, gradually weaving together their significance and relationship to one another, until he arrives at his final point of discussion – the appointment of Dawson as principal in 1854.

Along the way, Prof. Edwards examines the circumstances relative to the establishment of the Royal Institute for the Advancement of Learning and McGill College, both discussions being presented through recounting the questions raised relative to the will of James McGill and by making known different perspectives held by various persons of the time on these events. An enlightening exploration of issues that centred around the equal access of Protestants and Catholics to the school is well documented, as well as an explanation of the importance of McGill's Charter and the revisions made to it prior to Dawson's appointment.

In the last section of *1854 Revisited*, Prof. Edwards devotes much of his discussion to a review of the leadership of the University's earliest principals, Mountain, Bethune, Meredith, and Day, finalizing the paper with a clear, concise explanation of why Dawson was the "man for the job" when he was appointed in 1854. We look upon this paper's importance not only for its interest for the present time, but for the potential value it will have for future researchers on this topic.

Further in this issue, Prof. Trottier, of Laval University, examines the relations that exist between education (i.e., the school) and the problems of marginalization in the workplace. This topic is one of concern to many educators today, and Trottier discusses how educators may become actively involved in teaching students work values and reinforcing positive attitudes toward work.

Profs. Puk and Haines, of Lakehead University, examine issues relative to provincially-mandated curriculum in Ontario. The importance of their study centres on factors that facilitate (or do not facilitate) the implementation of such curriculum guidelines.

We close this issue with the results of a study done by Profs. Herry, Maltais, and Hinton, of the University of Ottawa, relative to employment of graduating Francophone students who have completed their teacher education at the University of Ottawa. Their statistical findings are presented, with comments as to what trend or pattern these statistics may indicate.

**W.M.T.**