

## EDITORIAL

The first two articles in this issue will be helpful and enriching for classroom teachers. In the first article, Prof. Ralph investigates the oral questioning skills of teacher interns during an extended practicum. Most of us assume teachers have a natural ability to ask questions of their students, but such may not be the case, and Prof. Ralph demonstrates that with careful supervision and instruction teacher interns can sharpen their oral-questioning skills.

Next, Profs. Gambell and Hunter bring together the findings of three large-scale assessments of students' literacy. The outcomes of these studies, as analyzed by Gambell and Hunter, give insight into new definitions of literacy, new directions in the measurement of literacy and the potential for literacy curriculum and instructional change. They declare that their assessment results do not support the notion of a literacy crisis in Canada.

The third article in this issue examines an issue that is becoming of greater importance in a multicultural Canada. Prof. Carr, of Toronto, presents a detailed study of the development of anti-racist education in a school board with a large and diverse ethnic and cultural population in Toronto. The study, which uses both interviews and questionnaires, gives a historical overview of how a large school board became aware of their need for anti-racist education, how the proposal was accepted and put into practice, and how the staff and other personnel reacted to the overt policy of racial equity and anti-racism, in both the curriculum and in school policies.

Profs. Babalola, Lungwangwa, and Adeyinka bring to us a study from Nigeria, Zambia, and Swaziland, that is a result of a longitudinal study done in those countries relative to the effects of a Structural Adjust-

ment Program. Their major opinion is that the program had some devastating effects on public expenditure for education, the purchasing power of teachers, quality of education, access to education, and the gender gap in the availability of education at all levels. The three researchers have carefully documented their reasons for coming to these conclusions.

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