

EDITORIAL

Is teaching a profession? Are teachers professionals? It may seem to some of our readers that there is simply no point in the further repetition of these questions — either because they are indubitably to be answered in the affirmative or because they seem to raise continuing doubts about an issue which should be answered in the affirmative. To others, however, the very repetition of the questions will be seen as itself constituting the most effective means of resolving them satisfactorily. There may, of course, be no general agreement with Bowers' unequivocal statement that teachers are subscribing to a myth when they consider themselves professionals. All will be impressed, however, by his citation of the many kinds of decision that teachers are not allowed to make about teaching, and by his provocative discussion of the socio-political and administrative factors which prevent teachers from achieving what he conceives to be true professional status.

People play games. E. L. Koch in "Gaming, Play and Education," deals with those games which are decision-making exercises, pointing out that in education most of the simulation activities have been confined to the classroom, i.e., as a teaching technique. He opens up many interesting possibilities of gaming in the training of educational administrators and teachers.

One of the persistent problems in macro-educational planning may be phrased in the form of the following question: "How far from or how close to the point of use should vocational education be placed?" J. Donald Wilson discusses this problem by using, as it were, Ontario as a case study. Many of his comments, we feel, are applicable to other systems of education in Canada and indeed elsewhere.

In the MacKenzie district of the Canadian Arctic and in Greenland, formal schooling is a relatively recent non-indigenous social phenomenon. What happens when an alien school system is superimposed on a culture? Discontinuities must and do occur. But how can they be minimized? Charles W. Hobart deals at length with such questions in "The Influence of the School on Acculturation with special reference to Greenland."

A. R. MacKinnon in "Toward An Integrating Consciousness" explores two questions: "What new and unexpected intelligences will emerge as the confrontations of the East and West philosophies accelerate? And what must be the character of education during this interval of the shift and broil of time?" He calls for an end to the fragmented treatment of the integral human organism and concludes with an eloquent plea for increasing the possibilities of enhanced perception on a holistic level.

Mathew Zachariah