

## EDITORIAL

Must educational journals always be so critical of public schooling? This question might legitimately arise in the minds of readers as they contemplate the individual articles in this issue of *The Journal of Educational Thought*. Our authors have addressed themselves to what they perceive to be specific shortcomings of various aspects of formal education. In "Education, Technology, and the Technocratic Distortion: A Critique," Robert Nash leads off this issue with a carefully reasoned analysis of the ever-increasing tendency of North American schools to adopt management procedures in the processing of their 'raw material' — the student. Related to this 'industrial-era' approach in the schools is Thomas Colwell's concern over the seeming lack of relationship between education and ecology in his article "The Educational Significance of the Ecological Revolution". Even attempts at educational reform come under attack, as in Donald Cochrane and Jane Major's article "Education and Relevance: A Philosophical Analysis of William Glasser". Nor does higher education escape criticism; in their article "The Academic Labor Market", Marvin Rintala and John Dreijmanis take issue with traditional hiring techniques used by most of our universities.

The editors have always maintained that reasoned, constructive criticism of contemporary educational practices was an important purpose of *The Journal of Educational Thought*. Objective criticism is vital as schools become increasingly inward-looking and defensive in a period of economic cutbacks. Reasoned, objective criticism is also a healthy antidote to the more emotional and impassioned outbursts of many contemporary critics of public education. The editors believe that the accompanying articles provide the speculative and philosophic criticism so desperately needed. In addition, the articles for the most part offer possible answers to the perceived problems of the authors. Nash for example, suggests a healthy concern for humanizing education as a necessary balance to such forces as accountability, systems approaches, behavioral objectives, etc. Colwell proposes a plan by which the schools may take into account the educational significance of the ecological revolution. Rintala and Dreijmanis suggest ways of improving the academic labor market in the field of political science.

Readers will also be forgiven if a second question comes to mind. In an educational journal published in Canada, why is the focus of attention in every article on developments in the United States? (Only Rintala and Dreijmanis make any Canadian-American comparisons.) The answer offered by the editors is that the problems identified by Nash, Colwell, and Cochrane and Major are not problems that can be contained by inter-

national boundaries. Concerns over management techniques, ecology, and non-failure schools are international as well as national concerns, Canadian as well as American issues. Canadian education does possess many unique features; but in a world of multinational corporations and global technology Canadian schooling is also open to various influences from abroad.

Robert M. Stamp

*Editor's Note re December Issue:*

The December, 1972 issue of *The Journal of Educational Thought* will be devoted to the recently released *Report of the Commission on Educational Planning* for the Province of Alberta (the Worth Commission). This report is viewed as a major influence on educational planning in Alberta from the 1970's to the end of the century, and is likely to have an influence beyond the boundaries of one province. The report will be analyzed by Canadian, American, and British educators who have achieved distinction in the field of educational planning.