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A public good

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Fortunately, in every respect, I have had access to public education in a country where religious and private schools are fringe institutions, apparently having a mandate for grooming or what we then called it, brainwashing.

While our curriculum included compulsory subjects such as the learning of several languages, history, religion, philosophy, and sciences, it also encouraged individualism and appreciation for variety. In other words, it opened up the world for us in all directions, spiritual included.

If today I can appreciate the mystical beauty of Ontario's nature, admire the evolutionary processes that resulted in an enormously successful fauna and flora able to withstand a harsh climate, and see more in sheep than meat and wool, it is because of my public education, unencumbered by indoctrination.

Parental involvement in education is beneficial and necessary. Active participation offers endless possibilities for educational adaptation in a public democratic system. Parental involvement is constrained in a religious environment guided by doctrine.

Successful religious schools around the world are the result of great missionary investments, by rich institutions, such as, for example, the Catholic Church (Vatican bank). France, on the other hand, invested public funds in its worldwide network of successful secular lycées (even in Canada).

Religious and private schools are not the answer to our dissatisfaction. Therefore in schools, I would encourage more dropping in especially by the parents rather than dropping out by students.

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