



# McGILL JOURNAL of EDUCATION

VOL. 1 NO. 2

FALL 1966

## EDITORIAL

The Faculty of Education has been gratified by the reception accorded the first issue of the *McGill Journal of Education*. The Editorial Board, in particular, thanks its well-wishers, including those who have subscribed to the *Journal* and those who have written papers for it. We trust that all our readers will continue to find in the *McGill Journal of Education* ideas, reports, and reviews to stimulate thought, provoke discussion, and improve teaching methods.

The present number focuses on Language Learning and Teaching. This theme is particularly timely, not only because of the obvious importance of language learning in contemporary Quebec, but also because the appearance of this issue coincides with the establishment of McGill's new Department of Linguistics. Under the Chairmanship of Professor André A. Rigault, the Department of Linguistics offers, for the first time this Fall, a sequence of courses ranging from elementary to advanced, from theoretical to applied. These courses include "Introduction to General Phonetics," "Language in Culture," "Introduction to General Linguistics," "Contrastive Linguistic Structures and Principles of Language Classifications," "Principles and Methods of Historical Linguistics," and "Analytical Procedures and Descriptive Techniques." The new McGill programme is an index of the vigour and vitality of this rapidly expanding field of scholarly inquiry. It is also testimony to belief in the value of a basic understanding of linguistics for the successful teaching of languages. Clearly, in Linguistics as in other academic areas, theory and application are mutually dependent.

Contributors to this issue of the *McGill Journal of Education* approach the problems of language learning and teaching from many angles. Dr. Douglas Ellis describes a McGill experiment in teaching Latin by the structural approach; Professor Gordon McElroy has proposals for the teaching of written French; Dr. Gaston Saint-Pierre responds in French to Chris Hawkins' "Jump in the Lake" of our first issue; while Dr. Hawkins himself contributes another refreshing paper on oral drills. Dr. John Harley considers the learning of the mother tongue and its relationship to conventional and newer types of grammar. Professor Marguerite Horton outlines some of the linguistic approaches to Reading instruction and Professor Oscar Purdy reminds us that Mathematics, too, has a language of its own. Research on bilingualism is surveyed by Mrs. Renée Paley Stevens, who also gives an account of her own study of bilingualism in the Montreal area. Another research report — on teachers' perceptions of language factors in school achievement — comes from Dr. B. Y. Card of the University of Alberta. An international dimension is added by Professor David Munroe who gives a brief account of the growth of bilingualism in South Africa.

While it is our current policy to *emphasize* a particular theme in each issue, we do not intend to *exclude* other material of general significance. Thus, we also present Dr. John Porter's views of some of the problems of education in industrializing Canada. Dr. Porter's monumental *The Vertical Mosaic* is reviewed in these pages by Dr. Aileen Ross of McGill's Department of Sociology and Anthropology.

There are several other reviews involving books by members, past or present, of the Faculty of Education — Dr. Trevor Lloyd, Chairman of McGill's Department of Geography, considers two works by John Wise, formerly Assistant Professor of Education at McGill; Professor Shirley McNicol reviews Dr. Norman France's mathematics texts; Professor A. S. Mowat of Dalhousie University appraises Dr. Margaret Gillett's history of education. Reviews of three recent books on language learning/teaching are also included in this issue.

M.G.