



# McGILL JOURNAL of EDUCATION

VOL. II NO. 1

SPRING 1967

## EDITORIAL

If the announced theme for this issue, "The Teacher and the Teaching Process," suggests there is one sort of teacher and one teaching process, we apologise. We do not pretend to know how many kinds there are, nor do we wish to imply that we have all-embracing answers to the deceptively simple basic questions, "What is a teacher?" and "What does he do?"

Our contributors approach the matter of teaching from many different angles. Some stress the importance of systematic analysis of teaching performance, of ascertaining clear objectives and obtaining precise, empirical evidence concerning outcomes. Others, viewing the classroom as a learning laboratory, emphasize techniques, and technology from programmed books to electronic computers. Still others, perhaps showing here more concern for the patterns of behaviour within the instructional milieu, concentrate on role concepts, inter-personal relationships, and the personal qualities of the teacher. Some discuss teaching in general, while others focus on a particular aspect such as teaching student-teachers, or teaching music, or reading, or geography.

Of course, different approaches are not necessarily mutually exclusive, for the technology enthusiast would surely not deny the importance of personality, nor would the most statistic-conscious researcher wisely ignore inter-personal relations. Nevertheless, the ideas and evidence gathered here may not present a single, uniform view of "The Teacher and the Teaching Process;" rather, we hope they will represent pieces, however fragmentary, of a complex mosaic — a mosaic which, perhaps paradoxically, ultimately depicts not teaching but learning.

Our reviews again include works by present and past members of McGill's Faculty of Education — Ouida Wright's *Reach for Stars*, Norman France's *France-Wiseman Educational Guidance Programme*, Paul Nash's *Authority and Freedom in Education*, and Frank Churchley's *Basic Goals in Music*. Two of these authors have also contributed papers to this issue.

M.G.

Next Issue: The Atypical Student.