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EDITORIAL

It is a truism of contemporary education that we should recognize the individuality of students and adjust our educational procedures accordingly. Yet, while this idea may command all the veneration of a universal verity which is everywhere admired and rarely challenged, it has also acquired the glibness of a cliché which is everywhere accepted but not always practised. By presenting here a number of papers which focus on the very special needs of "exceptional" children, we show some of the attempts that are being made to individualize educational programs.

Howard Stutt describes the facilities for exceptional children in the Protestant schools of Greater Montreal, while Arlie Adkins outlines a model for a team approach to student services. Leon Sloman considers the role of the psychiatrist in helping the schools help disturbed children and Phyllis R. Stern suggests techniques which may be developed by a sympathetic and perceptive teacher. Nicole Vanier reviews the problems of socially deprived pupils, while Raymond Costello makes a plea for more adequate consideration of the special problems of young migrants and of French-speaking children learning English as a second language.

Our other contributions include an analysis of the creative process emerging from a discussion between Gino Lorcini and other members of the McGill Faculty of Education. Also close to home, Myer Horowitz announces an exciting new venture in student-teacher internship. At the national level, we have the first part of a bibliography of doctoral dissertations dealing with Canadian education. This has been compiled by the University of Oklahoma's Franklin Parker, a prominent figure in North American comparative education. Martena Sasnett and Roy Adam add international dimensions to our offering — Mrs. Sasnett (whose *African Educational Systems* is also reviewed here) explores the intricacies of recognition of foreign qualifications; Dr. Adam deals with the problems of education in developing countries.

Our reviews include another book by a member of the Faculty of Education. This time we present a critique of *Sound Beginnings* which is co-authored by Frank Churchley, formerly of McGill but now at Saskatchewan, and Joan Haines, a member of our Faculty — and, incidentally, a participant in the discussions with Gino Lorcini.

M. G.

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