

## CONTRIBUTORS TO THIS ISSUE

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- DR. JOHN K. HARLEY, Chairman of McGill's Department of Instruction in the Language Arts, completed his undergraduate work in Scotland and his doctorate at Harvard. His paper, "Learning One's Language," appeared in the Fall 1966 issue of the *McGill Journal of Education*.
- MYER HOROWITZ, Ed.D. (Stanford), is Professor of Education at McGill where he is also Assistant Dean of the Faculty of Education and Co-ordinator of Project MEET. His publications include "Role Theory: One Model for Investigating the Student-Teaching Process," *M. J. E.*, Spring 1967.
- DR. FRANKLIN PARKER, Professor of Education at the University of Oklahoma, Norman, Okla., has had a distinguished career in comparative education and educational foundations. His publications include two books on Africa, numerous papers in scholarly journals, pamphlets, and encyclopaedia articles.
- MARTENA SASNETT is Coordinator, International Education Studies, U.C.L.A. She is compiler of *Education Systems of the World* (1952), author of *A Guide to the Admission and Placement of Foreign Students* (1962), *Graduate Study in the U.S.* (1967) and editor of *Foreign Students Look at the U.S.* (1960). She is also co-compiler of *Educational Systems of Africa* (1967) which is reviewed in this issue of the *M.J.E.*
- DR. LEON SLOMAN, M.R.C.S., L.R.C.P., is Psychiatrist at the Montreal Children's Hospital and a member of the Department of Psychiatry in McGill's Faculty of Medicine.
- PHYLLIS R. STERN, B.S., M.Ed. (Wayne State), is presently completing her Ph.D. studies at Michigan State University where she is Instructor in the Dept. of Elementary and Special Education. As her paper would suggest, she has had experience as a classroom teacher for emotionally disturbed children.
- HOWARD STUTT, B.A. (Queens), B.Ed., L.Péd. (Montréal) was formerly Curriculum Coordinator, Guidance and Educational Services with the Protestant School Board of Greater Montreal. He is now Associate Professor of Education at McGill and is also a member of the professional advisory committees and boards of a number of organizations interested in exceptional children.
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