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EDITORIAL

With this issue, we switch to **Communication and Education**. These words are, perhaps, two of the most nebulous terms currently being relayed in the popular press and in professional journals. Separately, each is confused, abused, reinterpreted with endless variations; together, they may form an empty, contemporary cliché, an all-but-meaningless addition to pedagogy. We are aware of this danger and, while we recognize the vagueness of "communication-and-education," we respect the importance of the ideas behind the words. It is somewhat trite to observe that many difficulties in all spheres of education are now blamed on "communication breakdown;" but at the same time it must be noted that what passes for "communication" is often merely "phatic speech" — talk for talk's sake. S.I. Hayakawa has pointed out that "the prevention of silence is itself an important function of speech, and . . . it is completely impossible for us in society to talk only when we have something to say." We think there is still much that needs to be said about **Communication and Education** and we hope that the research findings, information, insights, and opinions offered here will help turn on their message.

Appropriately, our contributions on the subject hook up from coast to coast — from Newfoundland, Bill Gushue's study on Marshall McLuhan, the communications expert, *par excellence*; from British Columbia, Mallinson's probe of the oft' forgotten relationships in communication, "the spaces in between." Taking Ontario's Hall-Dennis Report as his test pattern, John O'Brien, S.J., surveys the impact of mass media on learning. John Calam tunes us in on an insider's analysis of the university press and its connection with the "publish or perish" syndrome. From the Université de Montréal, Bruce Barkman presents a timely paper on the currently explosive issue of bilingualism.

In addition, we have a battery of "Views on Communication" — brief, personal statements by a number of different people plugged into the educational circuitry. And a poet's refraction of the theme of communication finds rediffusion in Paddy Webb's "Meeting." We also have her "The Poet and the Teacher" as the third in our series, "The Writer as Teacher."

We complete this issue with reports from three different fields: Harold Don Allen's historical account of Canadian school mathematics, Gerald Rimmington's interpretation of traditions in geography, and Jim Shield's consideration of the proportion of professional to liberal studies in teacher education.

M.G.

Next Issue: **Internationalism and Education**