



## McGILL JOURNAL of EDUCATION

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### EDITORIAL

Regular readers may have noted that the *McGill Journal of Education* has had a face lift. Our cover has been modified by its original designer, James Watling, Assistant Professor in the Department of Art Instruction. We now have more space for our titles and more room for the McGill heraldic martlets to fly.

This issue also begins a new series — “The Author as Teacher.” We are delighted to introduce the topic with an essay by Hugh MacLennan, Professor of English at McGill and one of Canada’s most successful writers.

Since its founding in the Spring of 1966, the *McGill Journal* has received numerous letters of congratulation which we have read with pleasure, filed with care, and modestly refrained from publishing. Recently, however, a letter arrived which was hardly flattering. It was from Mr. A. S. Neill of the famous British school, Summerhill. This letter, plus some subsequent exchange with the editor, is reproduced in these pages. We also present a reaction to Mr. Neill from Joan Haines, Associate Professor of Education. We hope Mr. Neill’s remarks and Miss Haine’s comments will bring forth further reactions for publication in the next issue. We welcome readers’ views.

In this number, most of our papers deal with the matter of evaluation. They range from statistically sophisticated studies by Eigil Pedersen and by Arthur Storey and Ronald Clark to A.S. Neill's query "Why Have Exams?" From still another point of view, William Lucow questions some of the standard practices involved in the conduct of examinations, while Muriel Tomkins and Robert Wilkinson consider, respectively, a number of the special difficulties associated with evaluation in English literature and physical education classes.

We also include here the second part of Franklin Parker's bibliography of doctoral dissertations on Canadian education and an account by Elsie Persson of the revolutionary Suzuki approach to violin instruction.

*M. G.*

Next Issue: *Urbanization and Education*