

Editorial

Mélangé

We begin this issue with a special posthumous tribute to an old friend, A. S. Neill of Summerhill. The six brief contributions to this series are all personal statements and they reflect something of the range of individual reaction to Neill the man, his work, and his impact. They need no further introduction.

The other papers in this issue are diverse in subject matter and treatment — a study of children's fears, an account of the hazards of setting up "Women's Studies," reports on a course in "Experimentation" in McGill's Faculty of Engineering and another in "Communication" in the Faculty of Education and a program in "Cross Cultural Literacy" at the University of Arizona, the plaint of some graduate students from Alberta and a response from McGill's Dean of Graduate Studies, and two analyses of recent reform movements in Education. We hope this mixture will manage both to stimulate and satisfy.

Readers of our *Journal* must have noticed that we have a new cover scheme. Beginning with the Spring 1973 number, we switched from red on basic white to using a different color for each issue, not just for variety but for easy identification. Thus, Spring '73, "Creativity and Education," was yellow, Fall '73, "Education and Technology," was green and this "Mélangé" is whatever shade you care to name it. We trust our readers find this new policy pleasing and helpful.

We should also like to draw readers' attention to the fact that the *McGill Journal of Education* is always ready to receive papers for consideration. While some of our contributions — especially those dealing with particular themes for certain issues — are invited, others are "spontaneous."

Some numbers of the *Journal*, such as this one, have no concentrated theme, but even in "theme issues" we like to have some offerings of a general nature and therefore welcome unsolicited manuscripts. We suggest that papers, in French or English, be about 3,000 words, that the original manuscript and one copy be submitted, and that authors follow the *Journal* style for footnotes and subheads. If you have doubts about the suitability of any subject or approach to presentation, a letter of inquiry to the Editor may clarify things.

Finally, we should also be glad to hear from readers at large, whether you have papers to offer or not. Let us have your comments and suggestions.

M. G.