

Intending authors should realize that the **Journal's** readership extends well beyond the ranks of academics and professionals in education to which they are likely to belong. While the content of an article is expected to stand up under the scrutiny of specialists in its field - during the process of review before its acceptance for publication - its language and tone should **not** follow the conventions of scholarly writing in such a way as to shut out the non-specialist. (Unless they are of exceptional clarity, the **Journal** does not normally accept articles intended for specialist audiences alone.) The terminology employed should be accessible to intelligent lay readers; and notes, tables, and other apparatus of the formal paper should be omitted or else kept to the minimum necessary for the purposes of an interested reader. In short, the **Journal** asks for the lucidity that is a hallmark of the expert.

The **Journal** looks for English or French articles in the form of essays, interviews, descriptive reports of research, and critical reviews of books. Lighter pieces, humorous material, poetry and graphics of quality are also welcome. All written material should be furnished in the original typescript, double-spaced, together with two copies; each should have a separate title page containing the author's name, which should not appear on the manuscript itself. A desirable length of article is between 2,000 and 3,000 words.

All such contributions should be addressed to the Editor, McGill Journal of Education, 3700 McTavish Street, Montreal, Quebec, Canada H3A 1Y2.

