

Guest Editorial

International Perspectives on School-Based Assessment Research

In recent years, information relating to international school psychology practices (Saigh & Oakland, 1989) and research (Saigh, 1989) has become increasingly apparent. Although these reports provide information regarding practice or current research in a number of countries, the extant literature has not focused on school-based assessment research as it relates to intelligence, achievement, and personality testing. In view of this and as an understanding of international research may facilitate new avenues of inquiry, this issue of the *McGill Journal of Education* is intended to provide readers with a selected overview of research developments in Canada, China, Israel, Lebanon, and the United States.

Initially, Donald Saklofske, of the University of Saskatchewan, and Henry Janzen, of the University of Alberta, provided a broad overview of school-based assessment research in Canada. The second article by Joseph LaVoie, who recently completed a Fulbright scholarship in China, provides a summary of research developments in the world's most populous country. The third paper, by Moshe Zeidner of the University of Haifa, addresses the current status and future directions of school-based assessment research in Israel. Philip Saigh, who served as a professor at the American University of Beirut from 1977 through 1986, provides a description of Lebanese research in the fourth article. The final article by Jack Cummings and Marc Laquerre, of the University of Indiana, describes psychodiagnostic assessment research in the United States from a sociocultural perspective.

Two commentaries (the first by Robert Thorndike and the second by Jerome Sattler and Philip Saigh) are also provided. Finally, L.B. Birch, a close professional acquaintance of Sir Cyril Burt, presents a review of Robert B. Joynton's book, *The Burt Affair*, and Jean-Marc Chevrier, of the Institut

de Recherches psychologiques, Inc. (Montréal) discusses the recent French intelligence test, *Épreuve individuelle d'habilité mentale*, developed in Quebec.

Examined *in toto*, it must be acknowledged that the aforementioned articles represent a selected review of the literature and that the contributors were compelled to restrict the length of their manuscripts due to space limitations. It is hoped, however, that this issue will provide readers with an introduction to international developments in the area of school-based assessment research. It is also hoped that this knowledge will facilitate the scholarly exchange of information and contribute to the progress of school-based assessment research.

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- Saigh, P.A., & Oakland, T. (Eds.). (1989). *International perspectives on psychology in the schools*. Hillsdale, NJ: Lawrence Erlbaum Associates.