

The McGill Journal of Education

THE REGULATIVE THEORY OF TEMPERAMENT: Implications for assessment and teaching James R. Barclay

CHINESE TEACHERS' SOCIAL STATUS
AND AUTHORITY IN THE CLASSROOM:
A historical perspective
Jing Lin

COGNITIVE FUNCTIONING INDICATED
IN QUESTIONS ASKED BY THE
ADULT VISITOR TO THE MUSEUM

Colette Dufresne-Tassé Kim Chi Dao Thérèse Lapointe

Spring 1993 Vol. 28 No. 2



The McGill Journal of Education

Editor/Rédacteur-en-chef
William M. Talley
Managing Editor/Gérant
Mary H. Maguire
Review Editor/Comité de révision
Lila F. Wolfe

Members/Membres
Roger Magnuson (Chairman)
Helen Amoriggi
Ann Beer
Jacob A. Burack
James P. Hanrahan
Jing Lin
Jacques Rebuffot
Judith P. Slaughter (on leave)

Member (ex-officio)/Membre (ex-officio)

A.E. Wall

Acting Editorial Assistant/Adjointe à la rédaction par intérim Mary Sicoli-Macaro

Software Consultant/Conseiller en logiciel

Jim Harris

Cover design & artistic consultant
Réalisateur de la page couverture & conseiller artistique
Clifford Papke

The McGill Journal of Education is published three times a year, in Winter, Spring, and Fall.

Subscription rates, post paid: 1 year - \$25.00 plus taxes.

Single copies - \$10.00 plus taxes.

Subscriptions payable to the *McGill Journal of Education*, should be sent to 3700 McTavish Street, Montreal, Quebec, Canada H3A 1Y2. Phone: (514) 398-4246. FAX: (514) 398-6968.

The MJE is indexed by the Canadian Education Index and Educational Resources Information Center (ERIC). It is listed in Ulrich's International Periodicals Directory, abstracted by Sociology of Education Abstracts and Canadian Social Science Abstracts, and is available on microfilm from University Microfilms, Inc., Ann Arbor, Michigan. Back issues available in microform from Micromedia Ltd., 20 Victoria Street, Toronto, Ontario, Canada M5C 2N8. International Standard Serial No. CN ISSN 0024-9033.

All rights reserved. No part of this publication may be reproduced in any form or by any means without permission in writing from the publisher and from the individual authors.

© Faculty of Education, McGill University.