



ARTICLE

The story of a journal: Education in the North

John Nisbet

University of Aberdeen, Scotland

Douglas Hay

University of Aberdeen, Scotland

DOI Number: <https://doi.org/10.26203/e1t8-9m27>

Copyright: © 2006 Nisbet and Hay

To cite this article: Nisbet, J., and Hay, D., (2006). The story of a journal: Education in the North. *Education in the North*, 14, pp.40-47.



This is an open-access article distributed under the terms of the Creative Commons Attribution-Non-commercial License (<https://creativecommons.org/licenses/by-nc/4.0/>), which permits non-commercial use, distribution, and reproduction in any medium, provided the original author and source are credited.

The story of a journal: Education in the North

John Nisbet and Douglas Hay

Synopsis

The first issue of the journal, Education in the North, appeared in 1965 as a house journal of Aberdeen College of Education. The intention was that it should be published twice yearly, but after 1966 it reverted to an annual issue. By 1982, with impending changes in the College structure across Scotland, it began to run into difficulties, and Issue 24 in 1988 was the last in this series. But in 1993, the journal was revived, and it has appeared annually since then. Over 40 years, it published 590 papers, from 719 authors mainly (but not all) from Scotland.

This paper traces its story, showing how the journal, its contents and authorship, and the perception of its function, have changed over the years. What is the function of a house journal? Should it go beyond merely publicising the work of its own staff (or, more widely, work of interest to its local community) and target a national (or international) audience and aspire to recognised research journal status? The changes evident in the pages of Education in the North over the years, quickly abandoning the limited role of a house journal, reflect the changing perceptions of teacher education and the expectations of those involved in it.

Introduction

The first issue of the journal, *Education in the North*, appeared in 1965. It was produced annually by staff of Aberdeen College of Education (as it was then called), until the 1980s when it began to run into difficulties, and Issue 24 in 1988 was the last in this series. The 24 issues of this first series contained 378 articles in 2,017 double-column pages, together with six lengthy supplements. This account distinguishes four phases in the development of this first series.

In 1993, the journal was revived: the new series was planned as a different kind of journal, with a stronger research component, while retaining continuity in the form of a Magazine Section. The new series has included topics of both national and general interest, and has drawn on a wider authorship: for a time it carried the subtitle, *The Journal of Scottish Education*, though still retaining its link with the North and North-east. In total, over 40

years, the journal has published 590 papers, from 719 authors mainly (but not all) from Scotland.

First phase: Issues 1 – 5 (1965-68)

Education in the North started with modest aspirations. The founding editors, William McCorkindale and Clive Millar, declared their aim as 'giving those concerned with education in the North and North-east of Scotland an opportunity of sharing ideas, methods and research findings with their colleagues and the general public' (1, p.1). The 1960s were an exciting time of innovation and development after the shortages of the '50s. New ideas were in circulation; growth of the social sciences was reflected in new staff being recruited; in Aberdeen a four-year BEd degree was planned and a new Principal had been appointed. College staff involved in research sought to involve teachers in curricular changes and the trials of new methods.

The articles in the early issues were school-oriented, written mainly by College staff and teachers from North-east Scotland, and aimed primarily at a teacher audience. Ten of the 23 papers in Issue 1 were on school subjects, syllabuses and methods (Changing over to the Patch Method in history, A practical guide to teaching technical drawing, and even How to use a calculator); nine others were on organisation or administrative topics (Comprehensive education and the small burgh school, and other articles on rural schools). This focus on schools and curriculum continued through this initial phase: papers included Mathematics for the 60s, Primary School geometry, and How to make a film strip. In 1967 there was also a supplement of 38 pages on experimental work in English at Rosemount Secondary School in Aberdeen.



This phase was the one which showed the highest proportion of teacher authors: in the years from 1965 to '68, of 102 contributing authors, 50 were teachers and 44 were College staff.

The journal was printed on quality paper, lavishly illustrated, averaging 73 pages in these initial years, and it sold for 3 shillings and 6 pence (15p). In 1971 when the new currency was introduced, the price

rose to 30p. A ptarmigan motif was adopted as its logo and continued to appear on the cover until Issue 17 (1980), when the price had risen to £1. 10. No records have survived of sales or circulation prior to 1978, but personal memories are that the journal was well received and some education authorities made block purchases for distribution to schools.

Kenneth Henderson and John Rose took over as editors with Issue 4, John continuing to Issue 8, when he was joined by Robin Jackson and Shirley Cunningham who saw the journal through to Issue 11 — and both were involved again many years later. A full list of editors is given in the Appendix.

The journal continued to cover a wide variety of articles, including some poems. One of these poems, written by the editor, Bill McCorkindale, in 1966 when the College was planning to leave its old city-centre site for the gloriously modern campus setting of Hilton — looks into the glass bowl of the far distant 21st century.

From *Education in the North*, 3, 1966 (when the new building at Hilton was still a dream on the drawing board)

AUDENESQUE

The glass and concrete buildings
Will glitter in the sun...
In nineteen-seventy, so they say, ...
Or maybe seventy-one.

Streaming will be a filthy thought
When the comprehensive god has come...
In nineteen-eighty, so they say,
Or maybe eighty-one.

Each room will have a battery
Of self-assured machines...
In ninety-ninety, so they say,
Or maybe ninety-one

Oh, it's progress, dear, and all for the best
But for all that they think or say,
There'll still be a place for me and you
To crack a joke or mend a fuse
And take most un-machine-like views
In the year two thousand, if ever it comes,
Or even two thousand and one.

Second phase: Issues 6 – 9 (1969-72)

The 1960s were a period of radical change not only in education but in society generally. A new Principal of the Aberdeen College, James Scotland, appointed in 1961, introduced a new dynamic, especially in the fields of drama, music and the arts.

A new building at Hilton was designed with a large and well-equipped theatre: there were Saturday drama workshops, an annual Shakespeare play, concerts and a performance of *Carmen*. In this context, the journal was seen as a projection of this policy into the wider community. (A former colleague comments that Bill McCorkindale, a founding editor, saw himself as a practising poet and was anxious to take the 'creative writing' message out into the schools.) The design and illustrations values of this period make a poignant contrast to the sober business-like austerity which replaced it in the 1980s.

In this second phase of development, the style of the journal began to change, with authors from other parts of Scotland and beyond contributing more frequently. The focus shifted towards the specialist studies in College departments and outlines of new developments nationally in curriculum and methods.

Issue 6 in 1969 was written largely by College staff (of 32 authors, 29 were staff), but the topics included a critical review of the ten Scottish Colleges of Education (there were ten then), comparative studies from USA and USSR, changing roles of the headmaster and of the Inspectorate, and new approaches in physical education, religious education, geography, science, mathematics and educational technology.

Issue 7 (1970) continued this analytical review of current innovations, but with a wider range of authorship: the introduction of community schools, Brunton-type courses (vocationally oriented, for the 'less able') and Reading Laboratories (the SRA project).

Issue 8 (1971) selected special education as a central theme, where some of the terms used are no longer 'politically correct' (mentally handicapped, subnormal, maladjusted, emotionally disturbed) though the content is still of interest. It also included an eight-page inset of poetry and prose by pupils of Tore Primary School in the Black Isle.

Issue 9 (1972) anticipates current concerns with its focus on health education, drugs, alcohol abuse and guidance; it also carries a number of papers on the raising of the school leaving age (ROSLA), a topic of great concern to teachers at that time. The leading article in this issue, however, was a historical retrospect on the centenary of the 1872 Education Act, with a 19th-century photograph of the children in the playgrounds of Frederick Street School in Aberdeen (boys and girls separate, of course). With this issue was a 15-page supplement on Outdoor Education, eight pages of which

Table 1 illustrates the changing trends through Phases 1 to 3. (Phase 4 marked a different change.) The change of content suggests a different target audience and a different perception of the function of the journal. There were more research papers, many written by authors were from outside North-east Scotland, and correspondingly the number of teacher authors declined (from 50 to 34%).

Table 1. Phases: contents and authors (Original series, 1965 - 1988)

Phase	Pages (N)	Papers (N)	Content (%) Curriculum/ organisation	Research/ general	% internal authors	% teacher authors
1 (65-68)	365	76	84	16	43	50
2 (69-72)	413	81	70	30	38	34
3 (73-79)	616	100	55	45	14	24
4 (80-88)	623	121	64	36	14	40

listed activity centres in North and North-east Scotland.

Third phase: Issues 10 – 16 (1973-79)

These trends continued through the 1970s as *Education in the North* moved from an in-house publication targeting schools in a local area towards an academic-style journal with national circulation. The proportion of research papers (defining this narrowly as experimental) rose to nearly one-quarter, and papers generally tended to be about national developments, written by authors from outside the local area (56%) including 9% from beyond Scotland. In consequence, the proportion of papers by the College staff declined to 14% (in the first phase it had been 44%). As in the previous phases, the contributors were mainly based in universities or colleges or similar academic institutions (52%), but not to the exclusion of teachers who constituted 24% of the authors (see Table 1).

The change is reflected in the content of Issues 10–17. The 1970s were a period when many of the old-established practices of Scottish education came under review – the leaving age, corporal punishment, the exam system – and formal structures within the framework of the Consultative Committee on the Curriculum were set up to support innovation. The Munn and Dunning Reports in 1977 were blueprints for reform of curriculum and assessment in secondary schools. In this climate of change, it is not surprising that topics

of the 100 papers published in these seven issues of *Education in the North* are evenly distributed among curriculum and method (28), organisation and administration (27), theory, history and general themes (23) and empirical research (22).

The 1973 issue covers parental involvement, community schools, research priorities, the new curriculum centres, computer language, road safety and sex education, a truly wide sweep. Successive issues followed this pattern.

In 1974 James Scotland wrote on the history of 100 years of teacher education in North-east Scotland (a previous supplement in 1969 had covered the history of Aberdeen College); a mountain rescue leader wrote on 'Outdoor Education' with photos of rescues; a College lecturer reported his research survey of the 1,700 pupils who lived in school hostels in the North; and a series of articles covered a highly topical theme, programmed learning, both 'linear' and 'branching'. 1975 saw a further historical paper by James Scotland on Joseph Ogilvie, the first Rector of Aberdeen Training College, and a further research report on pupils' perceptions of hostel life, together with papers on 'The Caithness tinkers', small rural schools, and three papers on discipline.

Records of circulation and sales have not survived, except for Issue 13 in 1976. This number contained 16 papers in 80 pages, with nine illustrations and four pages of advertisements, sold for 50p. It must surely have been a peak year, for the total number of sales (excluding 123 complimentary copies) was

1,228: 413 to schools in the North, 321 to other schools in Scotland, 279 to Scottish authorities, colleges, universities and teachers' centres, 37 to English bodies, 22 student sales and 156 individual sales. Of these 110 were standing orders.

In 1976 there was a week of protest against unexpectedly sudden and swingeing cuts in educational expenditure and teacher employment which led to student 'occupation' of all ten colleges in Scotland and throughout UK (described in a graphic paper by James Grant in the 1977 issue). In contrast to the wide-ranging topics in earlier issues, the 1978 edition selected 'Innovation' as a theme, its editorial commenting on:

a time of change and uncertainty in education ... three major reports... each of which has profound implications for the future ... cut-backs in government spending ... viewed by some with a measure of apprehension.

Two successive issues (1978 and 1979) carry papers seeking to forecast future developments. Stanley Nisbet identified 'three educational concepts which will undergo considerable modification in the years ahead': the educationally disadvantaged, management, and the concept of 'the professional teacher'. The following year, James Scotland, College Principal, anticipated 'future trends in terms of comprehensivism, curriculum development, finance and control, and the implications of the contemporary social and political backcloth'.

The editorship changed frequently: Robin Jackson, Shirley Cunningham, Alasdair Roberts, Neil Ferguson, Bob Tait, Bill McPhillimy, Peter Robinson, and Eileen McDougall all were involved over these seven years.

Fourth phase: Issues 17 – 24 (1980- 88)

The editorial in the 1980 issue refers to 'the beginning of what promises to be an eventful decade'. It started with further cuts in finance and early retirement for some of the more experienced staff. Finding volunteers to edit the journal was not easy: it became the responsibility of the English Department where staff were expected to do a 'two-year stint' in the editorial role. This was not the best of arrangements: the basic problem was that there was no natural constituency within the College to support the publication.

Education in the North continued to appear annually, but with a series of changes, in format, content, editorship and (with inflation) price. The price went over the pound level for the first time in 1980 (at £1.10), rising in '81 to £1.40, in '82 to £1.70 and in '83 to £2.10. Then in 1984 it nearly did not appear at all: a last-minute effort rescued the issue, in new format

in typescript with a plastic binder at a price £1.50. The issue 'appeared belatedly' says an apologetic editorial, because of 'upheavals and the demands they have made' – primarily a decision to change to in-house production. They were 'faced with constant change, with limited resources of money, materials and, above all, time...' Several papers had to be withdrawn 'until the situation becomes clearer' and 'the outlook is unsettled'.

In this final phase, a substantial proportion of the papers came from outside the original 'local' area – 39% from other parts of Scotland and 17% from England and abroad. The explanation is that the majority of papers were commissioned by the editors within selected themes. In 1981, the theme was 'Education and the economic crisis', with papers on 'The Scottish view', followed by the English, Welsh and Northern Ireland views. There were 'International perspectives' on rural schools, and comparisons of bilingualism in Scotland and Wales. The following year, two themes were selected: under 'Developments in Primary Education', there were 'The Borders view', 'The Highlands view', 'The Islands view' and 'The City view'; while 'Post-compulsory education' presented 'views' from Scotland, England, Northern Ireland and Wales. 1983 again had two themes, 'Teacher education into the 21st century' and 'Education and schools', a general title covering a range of themes. 1984 included papers on 'micros' and computers.

This style of journal was clearly different from that of the earlier phases. The original Phase 1 had the model of a 'service' publication. It was a 'house journal' dealing with topics of interest and concern within the College and in the schools which it served. (An unkind critic described it as 'a blown up school magazine'.) But it developed (along with developments in the College system itself) in Phases 2 and 3 towards the more conventional style of a 'research and development' model (with perhaps the greater emphasis on 'development'). Now in Phase 4 the journal was more structured, with strong editorial direction, towards the 'monograph' model. An explanation suggested by some of those involved at the time was that this was not so much a matter of policy as of necessity: fewer papers were being submitted, and it became necessary to rely on papers commissioned by the editors.

In 1985 there was no issue. In '86 and '87, a trio of editors succeeded in producing two more typescript issues; and new technology (and four pages of advertisements) enabled the production of a more professional-looking in-house issue in 1988. These again adopted the thematic style: remedial education in '86, then the age group 10-14, and in '88 mainstreaming and integration of the disabled

(11 papers out of 12 on this topic). It was a time of radical reform of the college structure nationally: in session 1987-88 Aberdeen College of Education merged with Dundee to form the Northern College. And there the first series ended. A letter in the files states optimistically: 'The new College is actively considering what educational publication it should now produce as a successor to *Education in the North* but as yet no firm proposals have emerged.'

New series from 1993

The rebirth of the journal in 1993 has some parallels with its launching in 1965. The 1990s were years of radical rethinking bringing changes in the field of teacher education and the role of the colleges. Teacher education (no longer teacher training) was interpreted more broadly, and the continuing professional development (CPD) of qualified teachers in schools became an important part of the work of college staff. As the college system moved towards full recognition as part of higher education, research was increasingly seen as an integral element in the colleges' role. In 1993, the Scottish Education Department made pump-priming funds available to the colleges for the promotion of research: Aberdeen formed a Research Committee and instituted a programme of postgraduate courses under a Research Degrees Committee.

In this context, David Northcroft, Vice-Principal of Northern College, saw an opportunity to revive *Education in the North*, both as contributing to CPD and as a research journal. It was a means of promoting the College image, publicising its in-service work and postgraduate courses (outlined in full-page advertisements in the early issues). Within the College, however, the roles of CPD and research were administered separately, to the possible disadvantage of both. For most College staff, Continuing Professional Development (involving work with practising teachers usually on school sites) could be seen as a natural extension of the pre-service training which had long been their traditional role. In contrast, research was seen as a specialist university activity, and in keeping with the majority of classroom teachers they were inclined to view it as out of touch with the 'real' world. In the '80s, the term 'academic drift' was used pejoratively to describe a trend to be resisted. Journal publication was often in unintelligible jargon only understood by and aimed at other researchers. So the new series had a problem as to what kind of publication it should be.

It is significant that both the journal's editors for the first four issues were not current members of College staff. After some initial searching for an editor, Bill McPhillimy, a former member of staff

who had recently taken early retirement, agreed to take on this task. In his first editorial Bill optimistically suggested a twice-yearly publication (matching its sister journal, *Scottish Educational Review*). But after putting together the first issue in 1993, he discovered how much work was involved, and in 1994 he was joined by Robin Jackson and settled for an annual publication, which it has remained since. This editorial team (joined in 1997 by Douglas Hay) continued through to Issue 7 in 1999 and established the journal's basic pattern which has continued to the present.

However, there has to be some doubt as to whether *Education in the North* has really succeeded in rooting itself in the life of the College. Robin Jackson, in interview, commented on the difficulty they had in 'filling' the journal:

A significant proportion of the articles were solicited – had they not been there would have been no journal. A recurrent concern was whether we would have enough articles for the next issue. In the end we did, but it was often a close run.

Bill McPhillimy had a sense of mischief, and on occasions when they were short of material or when he thought the text was not sufficiently challenging, he penned contributions himself under various pseudonyms, such as Phil McWilliams or Wilma Phillips. For example, the first feature in the Magazine Section of Issue 2 was 'Some Memorable Teachers', in which Robbie Shepherd, the editor of the *Times Educational Supplement Scotland* and another journalist, the Principal of Aberdeen University and Lady Aberdeen were invited to write about 'Some memorable teachers'. Among these was a contribution on 'Mr Brown' from Phil McWilliams which was rather different in style. It begins:

Mr Brown was a bastard. I knew this even then, when I was eleven years old and his most favoured pupil...

Bill's other insertions were equally striking.

The first issue of the new series had 120 pages and carried five full research papers and three analytical articles; it also contained two information papers, five short notes (three of which were summaries of research), a series of teachers' comments on 'League tables' and five book reviews. Two of the research papers were by Northern College staff, but the majority of contributions came from other higher education centres or from teachers and psychologists in the North-east. An article on 'Children's rights and child abuse' was by an Aberdeen sheriff. Five advertisements helped in financing the issue.

The second issue introduced two changes. The original aim had been to produce a research journal

with refereed papers. But only some fell into this category, and others which were clearly of interest were of the style of the First Series. Consequently, in the 1994 issue, six full-length papers (only one on empirical research) were grouped in a 'Journal Section', while nine other articles followed in a 'Magazine Section', and a 'Review Section' carried eight book reviews. This division has been retained.

The other change concerned the title. In Bill's view, 'Education in the North' had a suggestion of the provincial, and he added the subtitle, 'A Journal of Scottish Education'. (The following year this became 'The Journal of Scottish Education'.) He also (to the regret of many) dispensed with the ptarmigan logo: the bird was identified with the North of Scotland and that was not the image he wished to communicate. The editorial explained that while 'the North' had originally been conceived as 'the North of Scotland', the majority of contributions had come from elsewhere in Scotland. 'To elicit contributions,' the editors explained, '... everywhere except the South Pole is north of somewhere.' John Muir, writing from Inverness in the first of a series of lively commentaries over ten years under the title 'Viewpoint North', suggested 'North' meant north of Inverness, while to Londoners, he said, 'North is far from home and somewhere near Newcastle.' (The subtitle was dropped in 2003 as being pretentious and unnecessarily hesitant of the value of the long-established *Education in the North*.)

Four illustrations were introduced in 1993 with an article on Aberdeen Art Gallery, and there were four cartoons.



The journal continued to experiment with new ideas. In Issue 3, a Children's Writing Competition was introduced: ten pieces of writing were published, the winner gaining £50 and the second £30 for their schools. (This feature continued through to 2003.) Another innovation in 1997 was the publication of titles of all the MEd and MSc dissertations and PhD theses in Scotland (103 in all, over five pages). This had previously been

published annually by the Scottish Council for Education in Scotland (SCRE), who were now unable to continue this service. Though valuable as a reference, this somewhat unexciting feature was discontinued after 2001.

The new journal offered an interesting coverage of educational issues and research reports, written in a wide variety of style from seriously academic to light and entertaining. For example, Issue 3 in 1995 included:

two detailed statistical reports of experimental studies in language,
a survey of children's games in Scotland and Denmark,
a challenging paper on the 'Scottish cringe',
an attack on 'Managerialism: the recurring disease',
critical assessments by Mary Warnock of special education south of the border and by Walter Humes of Professional Studies in teacher education,
nine magazine articles on stress, spelling, athletics in USA, the qualifications of senior management and other topics,
winners in the children's writing competition,
and some light-hearted cartoons.

This wide miscellany of coverage continues over the remaining issues. To list all the contents would be tedious: they are to be found on the journal's website at www.abdn.ac.uk/education/projects.shtml. [Contents of Issues 8 and 10 have not been entered, but will be completed shortly.] From time to time certain themes are given prominence: a range of articles on the Scots language, for example, appears in Issues 4, 5, 6 and 7 (1996-99). The first article in Gaelic was published in the Magazine Section in Issue 11 (2002) and this is now a regular feature.

Table 2 illustrates, (see over) by comparison with the first five issue of the original series, how the journal has moved towards a more academic product. This is seen especially in the Journal Section, where (up to 2005) over 70% of the papers (compared with 16% in the First Series) report empirical research or are refereed papers on policy critique and analysis and historical themes. The distribution of authorship reflects this change: most of the authors (75%) are in higher education, while the proportion from teachers in schools is only 11%. (In the First Series the corresponding figures were 45% and 37%.)

At the same time, the journal began to draw on a much wider authorship: 60% of the contributions (up to 2005) were from beyond North-east Scotland (72% for the Journal Section). Only 16% of the papers (14% in the Journal Section) were from our own staff.

Table 2. New series: contents and authors (1993-2005)

Pages (N)	Content (%)		Research/ general	% internal authors	% teacher authors
	Papers (N)	Curriculum/ organisation			
1269	212	54	46	16	13
Journal section only:					
	92	29	71	14	9
(For comparison) Issues 1-5 in original series:					
		84	16	43	50

The burden of work and the lack of support which led to the collapse of the original series soon becomes evident. In Issue 4 (1996), in an attempt to interest a wider range of staff (and also to give the impression of wide-scale involvement, for official credence primarily), a large editorial board with 15 names was listed on the title pages, together with five editorial assistants and an editorial consultant. Some of the entries in the board list were nominal: the two (or sometimes three) editors carried virtually all the work of commissioning papers, obtaining peer referees, working with authors on suggestions for amendment, sub-editing and proof-reading. This long editorial board list, shrinking slowly from year to year and including names from beyond Aberdeen) continued to appear until 2002, when it was replaced by a list of no fewer than ten editors and three assistant editors. The current arrangement is a small editorial committee, each of whom is assigned contributions to 'manage' from start to final acceptance for publication, a more genuine sharing of the load which provides staff with a useful initiation to academic publication.

It would be interesting to know what effect these changes have had on circulation. Certainly the large number of teacher subscribers which characterised the early days of the original series have vanished almost entirely. Unfortunately, no systematic records of circulation have been kept. The print run is usually 600, and in recent years all of these have been distributed. The number of paid-up standing orders for the new series is much more limited, generally around 200 with a low of 136 in 1994 and a high of 243 in 1996. Address lists show that most of the subscribers are in North-east Scotland and the Highlands and Islands. The major change in the past year has been the agreement with the Scottish Educational Research Association to include a subscription to *Education in the North* in its membership.

Summary and conclusion

The changes evident in the pages of *Education in the North* over the years reflect the changing perceptions of teacher education and the expectations of those involved in it. The journal began in the 1960s when Aberdeen College of Education was expanding rapidly, emerging from the era of the 'training' of teachers towards full recognition as part of higher education. Initially, as a 'house journal', it aimed primarily to inform teachers and others in North-east Scotland about the many new curriculum developments of the time and the College's part in promoting these. But the journal soon moved beyond merely publicising the work of its own staff (or, more widely, developments of interest to its local community), targeting a national audience and aspiring to recognised status as a research journal. This aspiration, however, proved difficult to sustain: the editors constantly struggled to gather sufficient copy for an annual issue. The 1980s were a period of contraction, leading eventually to the merger of Aberdeen and Dundee Colleges in 1987-88. This was the immediate cause of the journal's demise in 1988, but it had already missed one issue in 1985, and the explanation lies deeper – in that research and publication were not seen as a prime role in teacher education. Continuing professional development of teachers in schools in the area of North and North-east Scotland was a more readily accepted role.

However, national policy in the 1990s re-established the research requirement through funding and the Research Assessment Exercise, and *Education in the North* was revived as part of the development of a research culture in the teacher education field. After the first 1993 issue, it divided into a Journal section and a Magazine section (together with the regular feature of Book Reviews). Papers for the Journal section conformed to the requirements of a research

journal, while the Magazine section provided material of wider (but also more local) interest. This is possibly a unique feature of *Education in the North*, and has continued to the present, offering a successful compromise between the functions of a local house journal and a national research journal.

Appendix: Editors of *Education in the North*, 1965-2005

1965	William McCorkindale and Clive Millar	1980	Bill McPhillimy, Ian Findlay and Lorna Simpson
1967	Kenneth Henderson and John Rose	1981	Terry Ashton, Ian Findlay and Lorna Simpson
1971	John Rose and Robin Jackson	1983	Terry Ashton, Ian Findlay, James Grant and Lorna Simpson
1972	Robin Jackson and Shirley Cunningham	1984	James Grant, Jean Ironside and Henry Taylor
1974	Robin Jackson, Shirley Cunningham and Alasdair Roberts	1985	Jean Ironside, Cathy Macaslan and Iain Smithers
1975	Alasdair Roberts and Neil Ferguson	1986	Iain Smithers and Cathy Macaslan
1977	Neil Ferguson and Bob Tait		* * * * *
1978	Bill McPhillimy, Peter Robinson and Eileen McDougall	1993	Bill McPhillimy
		1994	Robin Jackson and Bill McPhillimy
		1995	Douglas Hay, Robin Jackson and Bill McPhillimy
		1997	Douglas Hay and Robin Jackson
		1998	Douglas Hay and Shirley Cunningham
		2002	David McMurtry
		2003	Carole Thomson and Margaret Bryson
		2004-6	Carole Thomson