



1-1976

The Journal of Teaching and Learning: In this issue

Vito Perrone

Follow this and additional works at: <https://commons.und.edu/tl-nirp-journal>



Part of the [Scholarship of Teaching and Learning Commons](#)

Recommended Citation

Perrone, Vito (1976) "The Journal of Teaching and Learning: In this issue," *Teaching and Learning: The Journal of Natural Inquiry & Reflective Practice*: Vol. 1 : Iss. 3 , Article 1.

Available at: <https://commons.und.edu/tl-nirp-journal/vol1/iss3/1>

This Article is brought to you for free and open access by UND Scholarly Commons. It has been accepted for inclusion in Teaching and Learning: The Journal of Natural Inquiry & Reflective Practice by an authorized editor of UND Scholarly Commons. For more information, please contact und.common@library.und.edu.

In this Issue

This issue of the Journal for Teaching and Learning brings Volume I to a conclusion. The articles, again, provide a variety of views about educational issues. Mel Madden, a doctoral student in Educational Administration, compares two different approaches to organizing learning activities. Beverly Brekke, Associate Professor in Special Education, presents a transcript of her interview with Barbel Inhelder, Jean Piaget's principal research collaborator. Samuel Houston and William Duff, faculty members at the University of Northern Colorado, report on the use of Judgment Analysis (JAN) as a decision making process. Jeanne Bordeau Frein and A. W. VanderMeer, faculty members at Moorhead State University and the University of Alabama respectively, relate some concerns about mainstreaming. Sheldon Schmidt, Associate Professor in Reading and Language Arts, offers a critique of an article in the June issue of the Journal by Alice Clark, Professor of Psychology and Dean of the Graduate School, entitled "Are Non-Graded Options 'Making the Grade?'" And Alice Clark closes the issue with a response to the critique.

In closing Volume I of the Journal, we again wish to encourage contributions from University faculty and students, teachers and administrators in elementary and secondary schools, community workers and parents. We seek as broad an exchange as possible to insure diversity of thought and provide a forum for many fresh perspectives about the educational issues that dominate our times. It would be easy enough, given the "recession" in public education and the increasing complexities of schools and schooling, to withdraw from efforts to make educational institutions more responsive and educational thought more imaginative. Fortunately, there are large numbers of individuals who have not given up and remain committed to improving the quality of educational institutions and educational thought. This Journal is an outlet for the ideas of such individuals.

Vito Perrone