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## Journal of Teaching and Learning: In this issue

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## In This Issue

The decade of the 70's is coming to an end with support for public education at the lowest level in the 20th Century. The commitments for educational reform, broad participation in educational decision-making and equality of educational opportunity which characterized the decade of the 60's have been drowned out in the 1970's by calls for "curriculum prescription," "back to basics," "competency testing" and "fiscal restraint." The latter--in spite of some of the claims--are not likely to bring about any significant enlargement in public support or improve the quality of schooling for children and young people in our communities. Where do we go in the 80's? Can schools improve their quality? Can education become for children, young people and teachers more intense, integrative and expensive? Can we bring about a revival of our social commitments to equality of educational opportunity? These, among other questions, need greater attention in the decade ahead. They won't get addressed adequately by slogan or by restrictive federal and state legislation. Ultimately, the responsibility is with teachers, school administration, parents, students and their communities. The 'hard work' at these levels has yet to begin.

With this issue of the Journal, Volume 4 comes to an end. The articles relate in large measure to many of the issues raised above. Gerry Flynn, Assistant Professor in Foundations of Education, discusses some of the factors which inhibit curriculum change in schools. Nicholas Rayder and Allan Abrams from the Far West Educational Laboratory (San Francisco) and John Larson from Abt Associates (Cambridge, MA)

document the kinds of contextual variables that impinge upon school achievement. They examine, in this regard, what happens to teachers as well as children. Ann Candler from Texas Tech and Gay Goodman from the University of Houston report on the "relationship of learner effectiveness variables to particular instructional strategies." The implications for teacher preparation programs are important. The final article is written by Jerry Bergman, Bowling Green State University. He discusses the "effectiveness of peer ratings" as an evaluation device, urging caution in the process.

We wish again 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 about the important educational issues that dominate our times.

Best wishes for the Holiday Season!

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