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In This Issue

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In This Issue

It is again a pleasure to introduce this issue of The Journal of Teaching and Learning. The articles are diverse in their directions but interesting in the educational perspectives they present.

Robert Gerardi and Paula Gerardi Coolidge, from the Mukwonago Public Schools, Wisconsin, address some educational directions that might prevent so many behavior oriented referrals into Title I programs. Linda Parker and Nidia Moreno Milne, from the Universities of South Carolina and Houston respectively, report on their observations of common teaching strategies used in special education classrooms. Paula Gerardi Coolidge shares some of her concern about retention policies at the kindergarten level. Joe Kincheloe, a professor at Sinte Gleska College, Rosebud Reservation, South Dakota, provides a perspective on the "moral majority" in relation to schools. He is convinced that conservative political-religious beliefs will dictate educational directions in the schools for many years to come. Timothy Bergen, University of South Carolina, shares a rationale for including the study of the future in schools. He also provides many excellent bibliographic resources for those who are interested. J. M. Smith, Trenton State College, presents a process for assisting school boards in evaluating school curriculum. Finally, Edward Washington and Martin Herbert, from the Valena C. Jones Elementary School, New Orleans, and CEMREL respectively, present their research related to the implementation of the Comprehensive School Math Program. Showing positive effects, they suggest that schools continue to give attention to new instructional strategies.

We are pleased that more articles are being submitted by those in elementary and secondary schools. We need their perspectives.

Best wishes.

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