

EDITORIALS

How Thresholds Began

In the summer of 1973, several professors from the Department of Secondary Education at Northern Illinois University discussed the need for an education journal that related specifically to the field of secondary education. They talked about problems, experiments, research, and new developments. Questions were raised such as: "Who would be interested in launching such a project?" "What would be the sources of financial support?" "When could this endeavor get started?" and, "What would the journal be like?"

This group, under the leadership of Dr. Leonard Pourchot, proceeded to elect a board of directors, establish a non-profit foundation, solicit charter members, elect a managerial staff, and set the wheels in motion for a long range goal of publishing the first issue in February, 1975.

In October, 1973 the departmental members responded to a questionnaire which solicited ideas, suggestions, and a willingness to pick a topic and work as an editor

or assistant editor for a "Thresholds" issue. Ideas were offered for issue topics such as: legal education, continuing education, sex biases in secondary education, humanism in education, peace education, transpersonal psychology and its implications for secondary education, dealing with the cause of misbehavior, development of creativity and several others. Many of our professors with years of experience in teaching in the secondary schools as well as in teacher education, have volunteered to assume the responsibility of developing a specific issue.

Four issues per year will be published. The first is to be printed in January and distributed in February with subsequent issues published in May, August, and November. An editorial board with broad representation is being organized, and secondary schools are being asked to be contributing members and to help form the advisory committee for the Foundation.

The Threshold Foundation Board and members are excited about the prospect of establishing a journal specifically for personnel in secondary schools or other professionals who work with adolescents. We are enthusiastic about the prospect of contacting the best-known authorities for the specific journals. We sincerely believe that by developing a quality journal with secondary school topics of special interest that we may help ourselves and others to understand better techniques of motivating the secondary school student; that the journal may stimulate teachers with ideas on developing creativity; that thoughts will be expressed on reducing the causes of misbehavior as compared to treating the symptoms; and that ideas will be generated towards humanistic methods for development of high interest, good attitude, and increased appreciation of the learning process.

Robert J. Maple
Managing Editor

What's in a Name?

The name "Thresholds" points the direction for this new journal in secondary education. We intend to explore ideas and viewpoints which indicate possible paths to the future, without losing sight of the values of present and past knowledge and experience.

It is hoped that "Thresholds" will stimulate thinking, influence educational practices, and inform. Each issue will feature articles by scholars and thinkers as well as comments and criticisms from practicing educators, students, and lay persons. Innovative programs and activities in selected secondary schools will be presented regularly. Books and materials pertinent to secondary education will be reviewed.

We think secondary educators and students are interested in the application of theory and knowledge. What is found in "Thresholds"—whether theoretical or

applied—should be meaningful in some significant way to our readers.

In Justinian's day and now, men have questioned whether "the time is ripe" for launching their enterprises. Even though economic signs for 1975 are discouraging, members of Thresholds in Education Foundation are optimistic in pressing ahead with this publication. They believe that secondary teachers, other secondary professional personnel, college professors, students in secondary education, and even lay persons may be well-served by this journal.

Why do we need another educational publication? (Why should a million flowers bloom?) New ideas deserve a fair hearing. Actually, there are fewer good publications in secondary education than one might at first think. It is important that a forum be provided for new ideas and new

secondary practices. In addition to dissemination of ideas, there should also be vehicles for criticizing, evaluating, and refuting ideas.

America's changing sex roles, the subject of one of the articles in this first issue, is discussed by Mueller and Frerichs, who present the views of a number of eminent writers and thinkers in the field of human development. The article is both timely and provocative. Secondary educators everywhere should find this and the accompanying articles stimulating.

Equally important topics such as "education for peace" and "humanizing the high school" will appear in subsequent issues. We invite you to join us in our explorations. Your RSVP's are anticipated.

Leonard L. Pourchot
Editor