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Editorial

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Editorial

A new cover for *Pro Rege* marks a new year: Volume XIII is here. But we have not changed the essentials; we still plan to deal with academic issues from a distinctively Reformed, Christian perspective.

Giving continuity with Volume XII are the two feature articles found inside these new covers. Volume XII had begun with a consideration of the developmental approach to learning and faith. Later articles continued the emphasis on education. The articles of Vol. XIII, 1, *this issue*, are lectures originally presented in the 1983-84 B.J. Haan Lectureship Series. Both consider the psychological aspects of learning theory.

Ken Bussema, Professor of Psychology, introduces the subject:

Instructional theory, to be complete must not only address questions regarding pedagogy, curriculum, and educational objectives but also questions regarding the nature of the learner, the nature of learning, and the interpersonal context in which education occurs. Developmental psychology with its focus on the qualitative and quantitative changes that occur within the individual from conception through old age can provide valuable insights toward the shaping of an instructional theory.

Bussema's colleague, Paul Moes, alerts the readers to the deficiency of most theories of learning:

. . . (they) have not acknowledged the Biblical principle of the wholeness of the human being. The result is that instructional theories have concentrated almost exclusively on behavior or performance, resulting in a very mechanistic approach. This presentation seeks to apply the Biblical principle of the wholeness and unity of human nature to a reinterpretation of past and current psychological learning theories with the hope that a more unified and scriptural interpretation of research can be established and applied to instruction.

By the time Volume XIII, 1, reaches the readers the editor will, D.V., be in Nigeria at the Reformed Theological College at Mkar. Our good friend and *Pro Rege* board member Russell Maatman, Professor of Chemistry, will be seeing the next issue through the press. We take this occasion to thank him for his willingness to add this responsibility to his many current duties.

John M. Zinkand