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In This Issue

The articles which make up this issue of the Journal for Teaching and Learning cover a broad range of topics. Barbara Heyns, a faculty member at the University of California, Berkeley, addresses some of the measurement problems related to standardized test scores and educational evaluation. Lowell Thompson, Associate Professor in Social Studies Education, reviews the Carnegie Unit and some possible alternatives. D. LaMont Johnson, Associate Professor in Special Education, outlines an approach to mainstreaming. Mary Bluemle, who recently completed a doctoral degree in Geology and Education, discusses a humanistically oriented program in science for non-science students. Thomas Driscoll, an undergraduate student in the Center, shares his concerns about grading in relation to evaluations. David Kushner, Associate Professor in Early Childhood Education, presents some perspectives about his own understanding of Piaget.

As Volume II of this Journal begins, 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. Each issue of the Journal has opened with some comment about "diversity of thought." A brief explanation may be appropriate. The pressures which exist for conformity of thought are very large at every level of education. And conformity of thought too often lends support to sterile practice. Our educational institutions need more than this. We believe that schools at all levels can support a wider range of alternatives in their practice and can be much more responsive to the needs and interests of students, parents and communities. This Journal wishes to give support to such beliefs.

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