



---

8-1-1976

## Journal of Teaching and Learning: In this issue

Vito Perrone

[How does access to this work benefit you? Let us know!](#)

Follow this and additional works at: <https://commons.und.edu/tl-journal>



Part of the [Scholarship of Teaching and Learning Commons](#)

---

### Recommended Citation

Perrone, Vito (1976) "Journal of Teaching and Learning: In this issue," *Journal of Teaching and Learning*. Vol. 2: Iss. 2, Article 1.

Available at: <https://commons.und.edu/tl-journal/vol2/iss2/1>

This Article is brought to you for free and open access by UND Scholarly Commons. It has been accepted for inclusion in *Journal of Teaching and Learning* by an authorized editor of UND Scholarly Commons. For more information, please contact [und.common@library.und.edu](mailto:und.common@library.und.edu).

## In This Issue

We are pleased to present this summer 1976 issue of the Journal of Teaching and Learning. We hope that readers will find the articles informative as well as stimulating.

Anthony Polemeni, Director of Educational Evaluation, New York City Board of Education, shares his particular views about accountability and standardized tests. Brian Brewer and Robert Apostol, faculty members in Counseling and Guidance, present some of their research on counselor effectiveness. Phillip Lampe, a faculty member at Incarnate Word College, San Antonio, Texas, outlines his research on the preferences which selected ethnic minorities have for self-identifying terms. Beverly Brekke, D. LaMont Johnson and John Williams, faculty members in the Center for Teaching and Learning and Marcia Johnson, a staff member with the Grand Forks Public Schools, continue a line of research that has engaged them for several years; namely, Piaget's concept of conservation as applied to the handicapped. In the article presented here, they address "Conservation of Weight with the Learning Disabled." Catherine Loughlin and Mavis Martin, faculty members at the University of New Mexico (Mavis Martin also serves as a Resource Colleague with the University of North Dakota Follow Through Program), look at teacher education in light of the more dynamic teacher role which is emerging in the schools. "Interview with Grace Carlson," prepared by Vito Perrone in relation to a larger bicentennial activity, closes the issue.

We have appreciated the interest that has been shown in the Journal of Teaching and Learning and are pleased that so many individuals are sending manuscripts for consideration. To date, however, we have received few manuscripts from practitioners in the schools. This, we feel, is unfortunate as the practitioner's perspective is too important to continue to be so underrepresented in the professional literature. Careful descriptions of classroom practice and curriculum development are especially needed.