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## Journal of Teaching and Learning: In this issue

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## In This Issue

We are pleased to present this summer 1977 issue of the Journal of Teaching and Learning. We hope that readers will find the articles informative as well as stimulating.

Anne Martin, from the Brookline, Massachusetts Teacher Center, presents the way in which teachers and administrators in Brookline organized themselves for staff development. In light of the North Dakota Teacher Center project and the Federal Teacher Center legislation, this is timely. Beverly Brekke, a Center for Teaching and Learning faculty member, shares an annotated bibliography relating to concerns about women's equity in the academic community of colleges and universities. George Frein, Associate Professor of Religious Studies, University of North Dakota, outlines the role of myth or "foundational stories" in an educational setting. His position demands, from my perspective, serious consideration before schools fall completely under the spell of a "basic skills" curriculum filled with trivia. Dewey Walsh, Adult Education Coordinator, Crookston Public Schools, Minnesota, advocates more attention to "life-long learning." Janet Ahler, an adjunct faculty member in the Center for Teaching and Learning and the Department of Anthropology, University of North Dakota, reviews studies and research endeavors concerned with the consequences of formal American mainstream education systems on Native Americans from traditional plains cultures. In light of the increased interest in support of cultural pluralism, such reviews are particularly useful. Mary Martin, Director of Institutional Research, University of North Dakota, presents her examination of promotion policies at the University of North Dakota. Her concern relates to sex differences. John Williams, Professor of Measurement and Statistics in the Center, provides a report on the 1977 North Dakota Legislative Session and higher education support. This analysis, in part, builds upon an analysis of the 1975 Legislative Session which Professor Williams discussed in a previous issue of this Journal (Vol. 1, No. 2, 1975).

Readers who have been acquainted with this Journal as well as its predecessor, the College of Education Record will notice that the cover has not been designed by Dorothy Lawrence. Dorothy, an institution in her own right, retired on June 30, 1977 after 33 years of service to the University of North Dakota and its programs in teacher education. She served students and faculty well during these years as program assistant, editor, counselor and friend. Dorothy gave us all pleasure over the years with the cheerful designs on the covers of our publications, symbols of her optimism and warmth. Best wishes in the years ahead, Dorothy!

Vito Perrone  
Center for Teaching and Learning