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In This Issue

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

Alice Clark, Beverly Brekke and John Williams, all University of North Dakota faculty members, continue with "Conservation of Weight With Adolescents and Young Adults" a long interest in applying Piagetian constructs to a variety of populations. Thomas Fitzgerald, with the New York State Education Department, and Ellen Fitzgerald, State University of New York at Albany, acknowledging that evaluation procedures for staff development activities have not been particularly well developed to date, provide some interesting procedures for evaluating in-service education programs. George Redman, Hamline University, St. Paul, Minnesota, reviews the research on "Value Clarification and Student Self-Concepts," noting that "evidence revealing a relationship between value clarification training and improved self-concept seems to be accumulating." Paul Orr, University of Alabama, provides some reflections on his interactions with George S. Counts, a noted educational historian, philosopher and social critic. In the process he reveals some of the essence of what a university education is supposed to be about. Kenneth Sipser, State University College of New York at Oswego, closes this issue with a not very well veiled--but carried out with style--attack on the textbook industry.

The 1978 year is now coming to a close with America's schools, like other institutions in our society, being flayed for their failures. Our schools are not as good as they could be--they never have been. But they are not likely to become better without more support for teachers and administrators at

local school levels. Public policy pressures have tended to move decision-making further from classrooms where children and teachers interact. If such directions are not eased in the years ahead, our capacity in schools to offer more constructive education for children and young people will remain relatively low.

Interest in the Journal of Teaching and Learning continues to grow. We are pleased with the increased number of manuscripts being presented.

Best wishes for 1979!

Vito Perrone
Center for Teaching and Learning