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In This Issue

This is the last issue of Volume 5. The first two essays discuss aspects of teacher education. The first article comes from Nigeria. In it S. O. Olaitan explores teacher education in Nigeria--its purpose, history, effects and need to change. The next piece focuses on the teaching of one subject, history. Frank Riddle describes one way to improve the teaching of history, i.e., "elevate and refine" the prospective teacher's perception of the nature of history. Phyllis Solomon's and Priscilla Manarino's update on study skills is the third article in this issue. The authors use various definitions of, methods used to teach and research on study skills as bases for describing courses of action for the remedial reading teacher. Margaret Bell and John Dolly report on their investigation of the relationship between locus of control, academic attitudes and academic achievement. Read the article to discover their conclusions. In this issue's last article, Thomas Fitzgerald and James Fleming describe their use of a reading test, Degrees of Reading Power, as a means of helping teachers inquire into the reading process and into their reading curriculum. This approach appears to have had interesting results.

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