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## The Journal of Teaching and Learning: An Introduction

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## The Journal of Teaching and Learning: An Introduction

I am pleased to have this opportunity to introduce the Journal of Teaching and Learning.<sup>1</sup> It is a new journal to be published three times a year, designed to encourage faculty, students and practicing elementary/secondary teachers associated with the Center for Teaching and Learning, or others having similar interests, to share some of their inquiry about schools and schooling, teaching and learning. The Publications Committee which first supported the organization of this journal outlined its direction as follows:

Education is not the exclusive domain of professionals in any given field or at any particular level. As a subject for serious study, education draws on life, its purpose and process, as well as its environment. The function of institutionalized education should not be carried on in isolation. Therefore, the editorial intent behind TEACHING AND LEARNING is to invite the participation of a broad array of individuals who in one way or another deal with the process of education. Experimental, evaluative and pure research will continue to perform a needed function, and the efforts of researchers will be supported by this publication. Contributions, both general and specific, from teachers, students, administrators and other educational practitioners will be encouraged.

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<sup>1</sup>The Journal of Teaching and Learning replaces The College of Education Record, published at the University of North Dakota, from November, 1915 to June, 1972.

The foregoing suggests a broad view of education. It invites, for example, the artist to share some of his/her thinking, the historian to discuss ways of bringing meaning to the past, the sociologist to describe social interaction in a classroom, the educational researcher to amplify methodological concerns as well as the results of his/her research, the classroom teacher to outline successful--and not too successful--attempts at integrating learning activities, university students to comment on aspects of their personal and professional learning.

The success of the Journal will quite obviously depend on the willingness of large numbers of people to share their learning with others. But given the high level of commitment of individuals here at the University of North Dakota to improve the quality of their teaching and learning and to involve themselves significantly in the lives of schools and communities, we should never have a shortage of material to draw upon.

The articles that appear in this initial issue have been written exclusively by Center faculty and students. They outline some of the broad interests which exist in the Center, although, by no means, the full range. And as readers will note, all of the articles suggest that the writers are going through a process of open-ended inquiry and that fuller formulations are likely to come at a later time.

"Teachers and Farmers: A Metaphor Concerning Education" was written by Robert King, Associate Professor of English to "celebrate" the conclusion of a New School Summer Program in

1971.<sup>2</sup> It has remained popular through the years among faculty and students. "The Educational Consultant and Open Education" by Sheldon Schmidt, Associate Professor of Reading and Language Arts, is an outgrowth of his work in schools over the past five years. "Behaviors Encouraged by the Open Classroom" is written by Steven Harlow, Professor of Special Education and John Williams, Professor of Measurement and Statistics. It outlines their interest in bringing together some of the research relating to Open Education. "Field Based Specific Learning Disabilities Training Project" by Mary Lindquist, Associate Professor of Special Education, describes a program designed in cooperation with the State Department of Public Instruction to prepare Learning Disabilities Teacher Consultants for North Dakota schools. "Accountability: Some Thoughts on an Alternative Framework" by Joe Petner was written during his last year of doctoral study in the Center (1973-74). Joe is currently a staff developer with the Cambridge, Massachusetts Public Schools. "The Social Studies Today--Implications for Training Teachers" by Al Kyle, Associate Professor of Social Studies Education, is part of a continuing concern about improving the quality of secondary education. "Techniques Toward Emphasizing the Affective Domain in the Elementary School Science Classroom" was written by Del Holland during his year of Master's level study (1973-74) when he was involved with the Elementary Science Study Implementation Project. Del is currently teaching in an open classroom setting in Wooster, Ohio.

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<sup>2</sup>The initial issue of The College of Education Record (1915) also began in a literary manner with a poem by Hamlin Garland: "Another Friend-My Prairies."

In closing this brief introduction, I wish to encourage readers to share their thinking with us. We are interested in receiving manuscripts as well as ideas for future issues.

Vito Perrone, Dean  
Center for Teaching and Learning