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From the Editor

Robert King

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From the Editor***

Welcome to the first issue of the new TEACHING & LEARNING: THE JOURNAL OF NATURAL INQUIRY. Replacing the Center for Teaching and Learning's previous Journal of Teaching and Learning which ceased publication in 1981, TEACHING & LEARNING will provide three issues a year, fall, winter and spring, of thoughtfulness about education in the broadest sense of both those words. We invite contributions from all people who are interested and involved in the issues of teaching and learning and want to encourage classroom teachers, researchers, and thinkers in fields outside of education to consider us as a possible forum. Our editorial statement is included as an end-piece to this issue and potential subscribers and contributors are invited to peruse it as an indication of our goals and our needs.

Several distinguished persons are helping with this venture as associate editors although, as is usually the case with such publications, the editor is responsible for errors both in type and in taste. Occasionally, as in this issue, associate editors will contribute material and we welcome it; more than occasionally, they will be looking for material from other teachers, students, researchers--anyone interested in the issues inherent in the teaching and learning process. The associate editors also serve as a "jury" for manuscripts received by the editor.

PATRICIA CARINI's work at the Prospect Archives and Center for Education and Research in Bennington, Vermont, is well known to some and soon will be to others. The University of North Dakota, with the assistance of a Bush Foundation Grant, has successfully reproduced much of the student-material from the Prospect School and is housing it in our library as The Prospect Archival Collection. ARTHUR TOBIER is currently Director of the Community Documentation Project at St. Marks-in-the-Bowery in New York and GEORGE HEIN is Dean of the Division of Advanced Graduate Study and Research at Lesley College in Cambridge, Massachusetts.