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From the Editor

Robert King

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From the Editor***

Response to our first issue of TEACHING & LEARNING last fall has been gratifying, both in the number of subscriptions and in the comments and queries of teachers, researchers, and writers who would like to contribute material. We can still use more of both, however, and I urge you to consider T&L as an outlet for your own thoughts, reflections, and studies, as well as a source of thoughtfulness for your work, whether in or out of the classroom.

Trying to be of the broadest and deepest help to people reflecting upon the process of teaching and learning, T&L does not want to duplicate what is already well represented in the field. We want teachers to be an important part of our audience, but we don't want to compete with other magazines in the activities-for-the-classroom genre. We also want researchers and educators in general to be readers of and contributors to T&L, but we feel there are enough outlets for statistical studies or general summaries of research.

What we are interested in is the feel of life which can enrich our thought about students and teachers. We miss the sense of the individual student in studies of pre-tests and post-tests; we miss the feel of the individual thinker in such impersonal phrases as "the writer of this study has indicated...." We want to get a sense of thoughtfulness about experienced life.

Some of us come to issues of teaching and learning with a skepticism about the so-called empirical science of education which we have derived from the philosophy of Whitehead or Merleau-Ponty; others have been inspired by Alberti, Gardner, or Barfield. Still others come to the living experience of education because of their own experience. George Dennison, in his 1969 The Lives of Children, came to the First Street School having read Neill and Tolstoy and thus, he admits, not as an indifferent, neutral observer. Nevertheless, his observation and description of children in that setting as he worked with them remains an important study. As he wrote, "There is still a power of persuasion in the events themselves." He tells us he wants to convey "a sense of the lives of those who were involved" and makes one

of those statements which I tend to inscribe on 3x5 cards: "The closer one comes to the facts of life, the less exemplary they seem, but the more human and the richer."

It is the richness of human experience that T&L would like to be a proponent of. And we need your help and support.

--Robert King, Ed.