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## Editorial Statement

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## *Editorial Statement—*

# **Teaching & Learning**

We welcome a diversity of written forms that deal --as subject, method, or focus--with the experience of teaching and learning.

We want to promote the value of thoughtful observation as an educational method, of description as a technique for understanding, and of lived experience as a source of knowledge.

Accordingly, we are receptive to essays and commentary grounded in observed experience, to parts of reflective journals, to situation-centered descriptions of teaching/learning practice, to experience-oriented research, to case-studies and, occasionally, to the genres of poetry and fiction.

We want to define teaching and learning as broadly as possible and invite our contributors to stretch or dissolve traditional categories of education. We invite contributors from any relevant work area including teachers, students, parents, administrators, researchers, historians, philosophers, artists, human-service professionals and social scientists.

We prefer a style of intelligent informality to the jargon of any trade or to breezy generalities. Manuscripts should be typed, double-spaced, on one side of paper and sent with a self-addressed stamped envelope for return of the manuscript. Notes and references should follow the American Psychological Association (APA) style, but we offer editorial assistance regarding final form. Contributors will receive two complimentary copies of the issue in which their work appears.

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