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In This Issue

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In This Issue:

"Schooling and Education," by Louis Carini (Bennington College, Vermont) begins this issue of T&L with a patient explanation for the need to begin concretely in school, realizing that abstractions come later but thinking is already present in the young child.

"What Are We Learning from Children about Learning and Teaching?" by Joe Stepans (College of Education, University of Wyoming) focuses on children's naive conceptions of scientific phenomena. Stepans points out the necessity for discovering what children already think before attempting to "teach" them, since adults and textbooks often confuse children's perceptions rather than clarify them.

Jane C. DeGraff, "Rhythm and Order in the Classroom," has been a kindergarten teacher with the Ithaca, New York, School District for the past 11 years. Her research here explores the types of rhythmical order children exhibit as they interact with materials.

Darren E. Lund teaches English at Lindsay Thurber Comprehensive High School in Red Deer, Alberta. "Using Phenomenology to Explore the Meanings of Students' Personal Writings" is a description of one teacher's process in experiencing that vital contact.

Jay Meek, a poet currently teaching at the University of North Dakota, has published several books including Stations, Drawing on the Walls, and Earthly Purposes, available from Carnegie-Mellon Press.

Although Robert King (University of North Dakota) does not view the editorship of T&L as a podium for his own ideas, a recent group discussion on a Theodore Roszak article seemed so pertinent to some of this journal's concerns that he decided to share the resulting essay ("Natural Inquiry and 'The Miraculous'").

The next issue of TEACHING & LEARNING will feature Nancy Pine ("Language and Action in the First Grade"), Eugene Kraft ("A Freshman Ph.D."), Donna Wiseman and Sharon Lee ("How Teachers Learn from their Classrooms"), and Timothy Rasinski and JoBeth Allen ("Parent-Child Dialogue Journals: Family Living").