



4-1989

In This Issue

Robert King

[How does access to this work benefit you? Let us know!](#)

Follow this and additional works at: <https://commons.und.edu/tl-nirp-journal>



Part of the [Scholarship of Teaching and Learning Commons](#)

Recommended Citation

King, Robert (1989) "In This Issue," *Teaching and Learning: The Journal of Natural Inquiry & Reflective Practice*: Vol. 3: Iss. 3, Article 1.

Available at: <https://commons.und.edu/tl-nirp-journal/vol3/iss3/1>

This Article is brought to you for free and open access by UND Scholarly Commons. It has been accepted for inclusion in *Teaching and Learning: The Journal of Natural Inquiry & Reflective Practice* by an authorized editor of UND Scholarly Commons. For more information, please contact und.common@library.und.edu.

In This Issue:

From adult learning to preschool education, this issue of TEACHING & LEARNING contains a variety of issues and thoughts concerning research, experience, and, as always, the nature of teaching and learning.

WILLIAM AYERS ("Teaching and Being: Connecting Teachers' Accounts of Their Lives with Classroom Practice") gives readers a look at some of the experiences and lives detailed in his *The Good Preschool Teacher* which is being published this spring by Teachers College Press. Ayers is elementary education coordinator and director of an alternative teacher education program at the University of Illinois in Chicago.

JEFFREY SKOBLOW's "Are We Allowed To Talk?" details the results of an improvisational exercise--that there would be only writing, and no talking, in a freshman composition course. Skoblow teaches composition and literature, and is Director of Expository Writing, at Southern Illinois University at Edwardsville.

DAVID MILLSTONE ("Immersion in Confusion: Reflections on Learning Language") takes the reader to Greece and the author's struggles with the learning of Greek. Millstone's trip grew out of five years' experience in studying Homer's *Odyssey* with fifth graders at the Marion W. Cross School in Norwich, Vermont.

LYNN STUART, the Coordinator of Primary Education for the Cambridge schools in Massachusetts, reviews *Supporting Literacy* (1987) by Loughlin and Martin, and CATHERINE E. LOUGHLIN adds some final thoughts to her recent work in "Inside the Literacy Environment." Loughlin continues to teach in the Department of Curriculum and Instruction in Multicultural Education at the University of New Mexico.

CAROLYN MAMCHUR ("Thank you, Mrs. Farnell") describes one of "those" teachers as she remembers a brief encounter which had a lasting effect. Mamchur teaches and writes at Simon Fraser University in British Columbia and has just had her first screenplay accepted.

CAROL CARPENTER ("The Farthest House") taught English and journalism for several years before becoming a partner in her own consulting firm. Her work has appeared in several journals including *College English* and *College Composition and Communications*. DANIEL SHARKOVITZ, known to T&L readers for his essay, "Lords of the Flies," in the Fall 1988 issue, also writes poetry and still teaches in the Martha's Vineyard Regional High School district of Massachusetts. He has allowed us to publish "Where I'm Coming From."