



Teaching and Learning: The Journal of Natural Inquiry & Reflective Practice

Volume 4 | Issue 2

Article 1

1-1990

In This Issue

Robert King

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 (1990) "In This Issue," *Teaching and Learning: The Journal of Natural Inquiry & Reflective Practice*: Vol. 4: Iss. 2, Article 1.

Available at: <https://commons.und.edu/tl-nirp-journal/vol4/iss2/1>

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:

Walker Percy's words, whether in his novels, essays, or—as happened a few months ago—in a letter to Harper's, have interested and influenced a number of people including educators. In this issue, DELESE WEAR discusses his message to teachers gleaned from his novels and conversations. Wear teaches Human Values in Medicine at the College of Medicine (Northeastern Ohio Universities) at Rootstown, Ohio.

We rarely reprint material but, when WALKER PERCY's "The Divided Creature" appeared last summer in *Wilson Quarterly*, it seemed too good a chance, and too relevant a statement, to miss. Percy deals, in this essay, with what he calls the radical incoherence of science on its terms as science. He also introduces some of us to the work of Charles Peirce and the possibility of imagining a triadic approach rather than the familiar dualistic one.

SUSAN DITCHBURN, DAVID JARDINE, and CYNTHIA PRASOW present us with the voice of one student teacher, providing a forum for an examination of reflection and its role in the education of teachers. Ditchburn is presently the Director of the Early Childhood Education Program at the University of Calgary. Jardine, whose current interest is the relationship between ecology, pedagogy, and integrated curriculum, is in the Faculty of Education at Calgary, and Prasow teaches in the Early Childhood Education program at the same institution.

The two poems in this issue--MICHAEL COLLIER's "Territory" and JAY KLOKKER's "Dangerous Facts"--explore the remembered worlds of child and adult. Collier's second book of poems, *The Folded Heart*, was published in 1989 by Wesleyan University Press. "Territory" is reprinted with permission of Ploughshares. Klokker teaches writing and literature at Boston University and "Dangerous Facts" appears with the permission of Hanging Loose.