



5-1991

## 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 (1991) "In This Issue," *Teaching and Learning: The Journal of Natural Inquiry & Reflective Practice*: Vol. 5: Iss. 1, Article 1.

Available at: <https://commons.und.edu/tl-nirp-journal/vol5/iss1/1>

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](mailto:und.common@library.und.edu).

**IN THIS ISSUE:**  
**From the Editor**

**GREGORY SCOTTEN** ("Cellar Holes for Creative Thinking") describes the involvements of 10th graders in an original piece of historical research to discover the "tantalizing critical and creative side of historical research activity seldom seen by primary and secondary students." Scotten is the principal of Martha's Vineyard Regional High School District in Oak Bluff, Massachusetts.

**JOHN G. GOLDEN** ("The Acculturation of Three Korean American Students") presents testimony and narrative to picture the differing attitudes of three Korean American students within and between their cultures. Golden, a Fullbright scholar to Korea, is presently a consultant for the Aurora Public Schools for ESL and bilingual director for Title VII programs there.

**HONEY SCHNAPP** ("Children Are Our National Resource: Impressions of Day Care in Cuba") describes Cuban emphases in day care programs observed during a trip organized by the Center for Cuban Studies in New York City. Schnapp is currently the Educational Director of the Open Center for Children, a day care center in Somerville, Massachusetts.

**WILLIAM M. REYNOLDS** ("The Mission of Schools: Participation and Empowerment") describes the collaborative work leading to a participatory mission statement in one school district. Reynolds teaches at the University of Wisconsin/Stout, edits JCT: An Interdisciplinary Journal of Curriculum Studies, and is currently working on Understanding Curriculum as Phenomenological and Deconstructed Texts to appear next year from Teachers College Press.

--Robert King, Ed.