



1-1991

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 (1991) "In This Issue," *Teaching and Learning: The Journal of Natural Inquiry & Reflective Practice*: Vol. 5: Iss. 2, Article 1.

Available at: <https://commons.und.edu/tl-nirp-journal/vol5/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:
From the Editor

BEVERLY BRUNEAU ("A Case Study of Kindergarten Teachers in the Process of Planning and Implementing a Developmental Kindergarten") discovers some of the beliefs and the conflicts between beliefs of teachers willing to change but encountering both external and internal obstacles to change. The necessity of understanding child-learning as well as teacher-learning is emphasized in this report from one of the "front lines" of the actual classroom. Bruneau teaches Early Literacy Development at Kent State University in Ohio where she actively collaborates with teachers in developing holistic instruction and pursues research in the area of teacher development.

CAROLYN MAMCHUR ("The Babysitter: A Metaphor for Serious Players") has appeared in T&L before and here brings her educational imagination to bear upon a simple, and complex, anecdote of growing up, discovering the lessons it still teaches her and her readers. Mamchur teaches in the Faculty of Education at Simon Fraser University in Burnaby, British Columbia, and has recently entered the field of screenwriting with three screenplays in various stages of production.

ALAN A. BLOCK ("Reading and Teaching Reading in a Secondary Content Reading Classroom at a Technological Institution: Resurrecting Willy Loman") relates the initial puzzlement and final reactions of students with a technological and subject-oriented perspective to a series of reading and writing activities focused on Miller's Death of a Salesman. Block teaches at the University of Wisconsin/Stout.

BRENDA ENGEL ("Review: Patrick Shannon's The Struggle to Continue: Progressive Reading Instruction in the United States") discusses Shannon's recent book, finding and appreciating the sense of deja vu provided by a discussion of Colonel Francis Parker's school in 1883. From there, up through Rice and then Dewey, to today, Shannon helps provide information and perspective on the development of a progressive approach to literacy. Engel teaches at Lesley College in Cambridge, Maryland.

KEVIN MCCAUGHEY is a poet from Kingston, New York, and expects his poem "Metamorphosis" to be the title of his upcoming book of poems. Poet **MATTHEW J. SPIRENG** ("For Harpo") is also a teacher of composition and creative writing at Miami University in Oxford, Ohio. Both poems are reprinted with permission from The Cape Rock, a literary journal produced by Southeast Missouri State University at Cape Girardeau.

Robert King, Ed.