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## In This Issue

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IN THIS ISSUE:

From the Editor

We begin the Fall 1993 issue by exploring the learning of young children.

In their article "*Words and Music: The Relationship Between Group Singing and Literacy Learning*" Brenda S. Engel, Nancy Langstaff, and Mary B. Snow share their observations of music and movement as preparation for reading. BRENDA S. ENGEL started professional life as an elementary grades art teacher. She was on the graduate faculty at Lesley College from 1976-1991 where her work was primarily in the field of qualitative evaluation. Although now officially retired, Brenda still maintains an office at the College and continues to work in the fields of literacy learning, documentation, and art education. NANCY LANGSTAFF is currently the Director of the Creative Arts in Learning program at Lesley College Graduate School, which focuses on the integration of the arts in teaching and learning. Coming from a strong background in the arts, which included performing as a pianist and harpsichordist, Nancy has always incorporated the arts into her own classroom teaching, both with children and with college students. She has a particular interest in the role that the arts can play in multicultural education, and in fostering success for students who have difficulty learning only through traditional modes. Langstaff lives in Cambridge, MA. She is the author of several books on teaching and learning, and has co-authored books on music for children with John Langstaff. MARY B. SNOW is presently an Associate Professor at the Center for Reading Recovery, Lesley College Graduate School, Cambridge, MA. She worked with Don Holdaway establishing the Cambridge Lesley Literacy Project and with Brenda Engel on the longitudinal evaluation of children's progress in literacy learning in that project.

*Critical Thinking in the Early Years: Connecting Language and Thought*" was contributed by BARBARA THAYER-BACON, an assistant professor in the Department of Foundations and Inquiry at Bowling Green State University in Bowling Green, OH. She teaches "Introduction to Teaching," "American Education in a Pluralistic Society," and "Philosophy of Education." Her primary areas of scholarship are philosophy of education, critical thinking, epistemology, feminist theory, and educational reform. She was an elementary Montessori teacher for six years, as well as a public school elementary teacher. She is also the proud mother of four children, ranging from a daughter who is a sophomore in college down to a three year old son just starting preschool.

From students to their teachers ...

MICHELLE COLLAY has studied new teachers in rural and suburban schools for many years. She became intrigued with the family metaphors which are found in schools as a young teacher in California, and saw similar patterns emerge in rural settings in Oregon. With the support of Mary Harris and the Bush Foundation, she continued this work in small, prairie settings. Collay is currently the director of Graduate Education programs at Hamline University in St. Paul, MN, and has become a student of life in urban schools. She shares her findings in "*In loco parentis: Dilemmas for New Teachers in Rural Schools.*"

ROBERT BOODY is an assistant professor in the Department of Educational Psychology and Foundations at the University of Northern Iowa who, in "*Educational Technology and the Technological Mindset: Friend or Foe?*," explores his relationship with technology and how it was formed.

*Decoding Teaching: The Rhetoric and Politics of Narrative Form,*” was authored by ROBERT J. GRAHAM. Graham is an Associate Professor of Language Arts Education in the Department of Curriculum: Humanities and Social Sciences at the University of Manitoba, Winnipeg, Manitoba. He is the author of *Reading and Writing the Self: Autobiography in Education and the Curriculum*, published by Teachers College Press. “Decoding Teaching: The Rhetoric and Politics of Narrative Form” reflects his current interest in bringing literary theory to bear on the uses of narrative inquiry in education.

In our final article of this issue, SUSAN HARMAN reviews John Willinsky's *The New Literacy: Redefining Reading and Writing in the Schools*. Harman is a resource teacher in an elementary school in Oakland, CA. She is committed to banishing norm-referenced tests from the world.