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Matters of Consequences

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Matters of Consequence

It is May 1, 1994, and the semester and academic year is ending. What are the matters of consequence that will sustain us over the summer and reclaim our efforts in the autumn?

Reflecting on the completion of a second year at the Center for Teaching and Learning, I am struck by the rapidity and relentlessness with which deadlines, due dates, and evaluations come 'round. It seems to me that I have been seduced by red shoes that call the steps and set the pace in the dance of my academic life.

Recently I visited a spiritual leader in the community to enlist her cooperation as a presenter for a session on women and spirituality in a course I will teach in the fall. I came away acutely aware of the necessity to nurture my own spirituality or abandon my quest for holism and full humanity. Increasingly I am required to meet the standards of others and be evaluated by means I cannot endorse within a system constructed to limit and redirect my actions toward some undefined something-or-other.

The challenge for me (us) remains: to teach and learn as fully functioning human beings in authentic and integrated environments.

In selecting manuscripts for this issue of Teaching & Learning, we believe we have located matters of consequence for your consideration over the summer and that come fall you (and I) will be reclaimed by our sustained efforts to teach and learn.