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## In This Issue

Mary Laycock

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IN THIS ISSUE:

From the Editor

Teaching and Learning invites you to consider the following reflections on the myriad of possibilities of the meaning of the work of teaching and the ways of learning.

*"The Nature of Learning: An Inquiry"* was submitted by WILLIAM A. REINSMITH. Reinsmith is professor of English at the Philadelphia College of Pharmacy and Science. He has published in a number of education journals including College Teaching, The Educational Forum, and The National Teaching and Learning Forum. His book, *Archetypal Forms in Teaching*, was published in 1992 by Greenwood Press.

WALTER ENLOE, Ph.D., is presently a teacher and consultant on school and staff development in the Twin Cities and advisor to the University of Minnesota's Institute of International Studies. Enloe taught K-12 for seventeen years at the Paideia School in Atlanta and was teacher and principal of Hiroshima International School. He wrote his dissertation on the life-work, clinical methods, and constructivist epistemology of Jean Piaget. KAREN EVANS, Ph.D., is assistant professor of educational policy and administration, University of Utah, Salt Lake City. Her interests include how teachers construct their theories of teaching and learning and how to develop teachers as active learners. A 7-12 mathematics teacher for many years, Karen wrote her dissertation on teaching practices and theories of knowing. Together they contributed *"Bringing Constructivity to the Classroom"* to challenge our thinking about creativity.

ERICK SMITH, author of *"Tools and the Neutrality of Mathematics,"* is an assistant professor of mathematics education at the University of Illinois at Chicago. Also during his life he has been, among other things, a dairy farmer, respiratory therapist, computer consultant, strawberry farmer, economist, math education researcher, father, and husband. All of these play an important role in his current work in mathematics education in elementary schools in Chicago.

*"The Weaving of Charlotte's Web: In Praise of Spontaneity in the Early Childhood Classroom"* comes from BEN MARDELL, who has worked with young children for the past twelve years. While a graduate student at Wheelock College, he was introduced to the writings of Francis and David Hawkins. These writings continue to influence his thinking about planning and spontaneity in classroom settings. Ben is currently the afternoon infant teacher at the Oxford Street Day Care Cooperative in Cambridge, MA.

STEPHEN I. BROWN is professor of philosophy of education and mathematics education at SUNY-Buffalo. *"Excavating Beliefs and the Education of a Teacher: A Personal Story"* is about his son's effort to understand what motivated him to jeopardize his first teaching job and his career in teaching. Professor Brown is the recipient of several NSF grants, has published in the area of teacher beliefs and of their meaning making, and has numerous books dealing with problem solving, problem posing, progressive education, and epistemological themes that bear on the process and product of education.

In *"Responsibility in Choice (Sometimes the Best Choice is No Choice)"* KATHY SANFORD-SMITH also shares a personal story. Ms. Sanford-Smith is a junior high school language arts teacher and free lance writer who is currently on leave, teaching and studying at the University of Alberta in the area of secondary English education.

PAMELA WALKER holds an M.F.A. from the Iowa Writers Workshop and has been writing fiction for 25 years. Her short fiction has appeared in literary magazines. Ms. Walker's novel, *Twyla*, is composed of the tragic letters of a teenage girl to her rock and roll idol. "*The Emotional Life of Adolescents with Language Disabilities*" is the result of 25 years of teaching and tutoring at the secondary and college levels.