



7-1997

In This Issue

Mary Laycock

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Recommended Citation

Laycock, Mary (1997) "In This Issue," *Teaching and Learning: The Journal of Natural Inquiry & Reflective Practice*: Vol. 11: Iss. 3, Article 2.

Available at: <https://commons.und.edu/tl-nirp-journal/vol11/iss3/2>

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IN THIS ISSUE:

From the Editor

GEORGE DEMPSIE, author of *Using Puppets in a Primary Classroom: A Teacher-Researcher's Findings*, is a teacher in the State College Area School District in State College, Pennsylvania. He is currently finishing a Master's Degree in Children's Literature at the Pennsylvania State University.

Writing Down Death was written by JUDITH LANGER. Langer writes poignantly of her efforts to integrate experiences with death and dying in her and her students' lives. Because she, and they, live in a society where grieving is private and unacknowledged, its consequences are far-reaching and long term.

JON E. TRAVIS, *A Lesson From Quixote*, is assistant professor in the Department of Secondary and Higher Education at East Texas State University in Commerce, Texas. He is also director of the Center for Community College Education at East Texas State University.

JENIFER B. STOESZ and MARGARET H. COONEY co-authored *Multiple Conversations: How Modalities of Thinking Shape the Content*. Jenifer Stoesz is a freelance educational consultant living in Laramie, Wyoming, who specializes in integrated curriculum development and arts education. She also teaches dance classes for the University of Wyoming Noncredit Programs, performs, and directs the Creative Arts Institute, an interdisciplinary program for children. Her research interests are in the areas of children's creative process, artistic modes of knowing, and integrated curriculum. Margaret Cooney is an Assistant Professor in Lifelong Learning and Instruction in the College of Education at the University of Wyoming in Laramie. She teaches courses leading to state Early Childhood certification and mentors graduate students whose area of emphasis is Early Childhood Education. Her research interests are young children's perceptions of play, constructivist approaches to teacher education, and action research as a vehicle for meaningful school reform.

On the Path From Teacher to Teacher Educator author, LISA FRANKES, is pursuing post-doctoral studies as professional development school network coordinator at the University of Maryland at College Park. Her research interests include teacher education, democratic schooling, and professional development and school improvement.