

Thought and Practice: (1987-1991) the Journal of the Graduate School of Bank Street College of Education

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Front Matter

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Thought and Practice

***The Journal of
the Graduate School
of Bank Street College of Education
New York, New York***

Editor: Gary M. Crow. *Associate Editors:* Marvin Cohen, Eva Haberman. *Advisory Board:* Lodema Burrows, Barbara Dubitsky, Maritza MacDonald, Elsbeth Pfeiffer, Sylvia Ross, Y. Nona Weekes, Bernice Wilson. *Production:* Virginia Hoge, Ina Raikkonen, Nancy Thacker. *Production Coordinators:* Doreen D'Amico, Donna Smith

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Acknowledgement A portion of the Dorothy H. Cohen Memorial Fund was used to produce this issue of *Thought and Practice*. Because of Dorothy's great concern that we at Bank Street write and publish, Louis Cohen has agreed that this is a particularly appropriate use of these funds.

Linda Levine is an educational anthropologist and advisor in Museum Education at Bank Street. Formerly a member of the Special Education faculty at the College, she is particularly interested in helping teachers distinguish cultural differences from disabilities.

Linda Levine

I can't forget a recent comment, passed on to me by a colleague: *It's time to apply the Noah principle: no more rewards for predicting rain, only for building arks.*

Almost a decade ago, Cazden and Leggett (1981) called for greater attention to ways in which school practitioners engage in "diagnosis and treatment of learning environments" in order to improve opportunities for children. While critical theorists of education continue to offer valuable insights on why and how U.S. schools serve some children so much better than others there is still too little research that examines more successful practices, especially in urban centers.

This issue of *Thought and Practice* is devoted to brief case studies of children learning, both formally and informally. The writers are Bank Street alumni, faculty, researchers, cooperating teachers and trustees. They play a variety of roles in diverse settings and at different levels of formal education.

Each case study opens a window on a particular setting, offering clues as well as challenges to prevailing beliefs and practices. Several have been adapted from longer studies. Collectively, all address the question: do these arrangements work for the benefit of the children they're intended to serve?

That remains the primary focus of those who work at -- or together with -- Bank Street.

From the Guest Editor
EDUCATIONAL CASE STUDIES: WHAT FOR?

Dedication

This issue of *Thought and Practice* is dedicated to Lodema Burrows, Dean of the Graduate School at Bank Street. On August 1, 1989, Lucy will retire after 24 years of service to Bank Street. *Thought and Practice* originated in Lucy's mind and was born of her efforts; therefore, it is fitting that this issue be dedicated to her.

Lucy's vision of the journal developed over the years at Bank Street as she worked with faculty and students, listening to their hopes and plans for changing learning environments, watching them create classrooms and schools that enrich the lives of children and adults, and wishing their ideas and actions could be shared with a larger audience. In typical Lucy-fashion, she moved "wishing" to "acting." Her gentle but persistent prodding of editor and authors and her supporting—even feeding—of article ideas brought the journal to reality. She was the connection that carried the spark, linking rich ideas to empowering prose.

It is fitting that this special issue of *Thought and Practice* focuses on case studies—a methodology central to Bank Street's philosophy, as it is to Lucy's, and one that emphasizes the interaction between the learner and the environment. Lucy's rationale for the journal, as for many of her actions, was that it would foster an environment where faculty and students could think hard, talk together, and plan ways to improve the education of all children. In her work and her life she has provided a model of caring that should be reflected in *our* work with children and adults and in the words that express our ideas, our actions, and our dreams.

Thank you Lucy.