

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***

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From the Editor

This issue is the first in our plan to focus every other issue on some specific topic. Dr. Bernice Wilson has skillfully served as guest editor--stimulating educational writing and meeting our deadline.

To encourage dialogue regarding thought and practice, we will publish as space permits in subsequent issues letters from readers which respond to previous articles. We hope that these letters as well as the articles will facilitate discussion from varying perspectives.

From the Guest Editor

The story is told about Mark Twain that a postcard was sent to him with the address: "Mark Twain--God knows where." The sender received a reply saying, "He did."

Much in that vein, we feel that we are in direct communication with Mr. Twain when he gave the following admonition: "Don't let school interfere with education." With apologies to Mark, we have reframed his statement into a question: "Must schooling interfere with education?" to which we have responded with a definitive "No," and have devoted the second issue of *Thought and Practice* entirely to this topic.

We, at Bank Street, have become increasingly concerned with the present educational emphasis on basics and restrictive schooling for competence. In truth, the College has always stood for competence, but for the kind of competence which is associated with the freedom to engage independently and creatively in cognitive, artistic, self-affirming and productive activity. As Biber and Winsor (1967) have stated, "Learning is a lifelong process and education is equally without end or limitation."

The current issue addresses the question from several different disciplines and standpoints: administration, technology, early childhood, adolescent education, and graduate education. Consonant with our philosophy, writers have had the freedom to frame the response as they understood the implications of the question.

We hope readers will read the issue with the question of the relationship of schooling to education in mind and will relate it to their own educational activities.

Bernice Wilson