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## In This Issue

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## IN THIS ISSUE:

From the Editor

CATHERINE E. LOUGHLIN, author of Becoming a Teacher: Reflections, is Professor Emeritus of the Department of Curriculum and Instruction in Multicultural Teacher Education at the University of New Mexico. Much (but not all) of her writing and research has been related to the Learning Environment. The most useful to recall, according to Loughlin, might be:

Loughlin, C. & Suina, J. (1982). *The learning environment: An instructional strategy*.

Loughlin, C. & Martin, M. (1987). *Supporting literacy: Developing effective learning environments*.

————— (1987, Spring). Researching the learning environment: Finding a way in. *Teaching and Learning: The Journal of Natural Inquiry*, Vol. 1, No. 3.

————— (1989, Spring). Inside the literacy environment. *Teaching and Learning: The Journal of Natural Inquiry*, Vol. 3, No. 3. Reprinted by *Chronicle Guidance Publications*, October 1989.

In her words: “The direction of my educational inquiry remains on classroom practice. I am currently interested in the process of professional development, and in child-centered instructional strategies. My study of the learning environment, of course, continues.”

SUSAN DONNELLY states: “I have a Masters Degree in Education and twenty years of experience working with children, teachers, and prospective teachers in Early Childhood Education Programs and Elementary Schools. I began my career in Alberta, Canada, then moved to the U.S. where I went to graduate school and worked for five years at the Prospect Archive and Center for Education and Research in Bennington, Vermont. I am now working for the Teacher Education Department at Michigan State University and raising two young children.

“In my work I have had to develop good observational skills and now, as a mother, with round the clock observational opportunities, I am finding that those same skills are providing me with a wealth of new material to think about. Although I have always learned a great deal from watching children, the intensity and continuity of parenting gives me a new vantage point and what I am learning as a parent is adding richness and depth to the issues I have thought about as an educator. ‘Sing Me a Song’: What the Language Adventures of a Young Child Can Teach Us is a result of this interplay between my two roles.

“I wrote this piece because I felt compelled to and because it was fun and it helped me clarify my own thinking, but now I think it might also be useful to other educators.”

Asked to provide T&L with an introduction we might share with our readers, HEIDI LYNE, author of Drama: A Tool for Learning, told us that: “I am currently a teacher of 8, 9, and 10 year olds at Atrium School in Watertown, MA, where I have taught for eight years. Before moving to elementary education, I was a nursery school teacher. My interest in drama as an educational tool is still evolving; I am interested in developing a curriculum for ages 2 through 18 in which the use of drama would be the primary teaching method.

“I am a recent graduate of Bread Loaf School of English at Middlebury College, and the classroom research for this article was funded by a Bread Loaf teacher/researcher grant. The techniques in this article on ways of linking drama and writing evolved from the ideas and workshops of Anne Scurria and Barry Press, actors at Trinity Rep in Providence, RI and at Bread Loaf.”

Transforming Habits of Mind: Journal Reflections of Middle School Science Teachers in Transition is based on the collaborative work MARY-ELLEN JACOBS and SHEILA PIRKLE have done integrating writing and science education. With over twenty years experience teaching

middle and high school science, Sheila is currently an assistant professor of science education at Louisiana State University. Since 1990, she has been active in implementing regional teacher outreach programs in environmental chemistry and physical science such as the Summer Institute described in Transforming Habits of Mind. Committed to making writing an integral part of science learning, Sheila is presently working with ninth grade science teachers in Baton Rouge to pilot a curriculum which assesses science learning by inviting students to engage in a wide variety of writing activities. Mary-Ellen is an assistant professor in secondary English at Louisiana State University where she has also been a National Writing Project site director. Mary-Ellen has a long standing interest in using journal writing to enhance reflective practice and to establish classroom learning communities.

FRANK PIGNATELLI is an instructor and advisor on the faculty of Bank Street College Graduate School, Department of Educational Leadership. He teaches courses in research and the social foundations of education. Prior to this, he was an Adjunct Professor at City College of the City University of New York. He has worked in a variety of roles in the New York City public school system, including time as a social studies teacher on the junior high school level and as an administrator on the school, district, and central board levels. He received his B.A. and M.A. from City College, and his M.Phil. and Ph.D. in philosophy and education at Teachers College, Columbia University. Recent scholarly publications deal with progressive education, postmodernism, school reform, and teacher agency. Valuing Student Refusal: Some Considerations for School Leaders and Reformers is evidence of Pignatelli's continuing contribution to this scholarly agenda.

Children of Single-Parent Families and the Whole Language Classroom is the work of BETTY SHUMAN, a graduate student at the University of North Dakota. Currently, she is working toward a Masters Degree in Reading Education. As a single parent, Shuman is interested in how children from one-parent homes are perceived by the educational community.

KEVIN DAVIS, author of On Blindness: Three True Stories, teaches writing and directs the writing center at East Central University in Ada, Oklahoma. He edits the *Oklahoma English Journal* and publishes widely in regional and national journals dealing with writing centers and the teaching of writing. A bread baker, father, and baseball fan, he is currently experimenting with growing broccoli.