

Editors' Note:

"And here we are, twenty or thirty years later, coming to this work. The school is closed. The child is grown up. Whether we are seeing it for the first time, or the fourth or twentieth time, we come to it fresh with a new group. There is always more to see and know and question. There is a relationship to create, with the work, with the child, with one another. There is, in this collaborative looking and describing, new knowledge created and new work, as fresh and powerful as the child's work. This is always true, but takes on added importance in these times."

With these words, Joan Bradbury speaks of the immediate relevance of the Prospect Archives of Children's Work.

This issue of The Prospect Review lets us in on the thoughts of a special education teacher in New York City (Lariza Martell), a third-grade teacher in Illinois (Eve Richards), and a middle-school teacher in Vermont (Nancy Mildrum). Each of them tells how the Prospect Archives have enriched her classroom life.

How did the Prospect Archives come to be? Pat Carini tells some of the history in her essay "Made by Hand," where she also explains the descriptive process for studying a child's work. How can we get access to the works in the Prospect Archives? The FAQ fact sheet below answers this and other practical questions.

We hope this issue of The Prospect Review will inform current teaching and connect more of us with this rich resource.

Sincerely,
Cecilia Espinosa and Betsy Wice, co-editors