Authors


Bone, Sandra F., Lawler-Prince, Dianne, & Grymes, Joanna M. Spinning community and world through curriculum; A multicultural web: Part III. No. 3 (Spring 1993), 26-32. The third in a series on literature-based activities.

Boutte, Gloria S. & Peterson, E. A. Beginning to create a multicultural classroom. No. 2 (Winter 1993), 11-12. Various classroom activities that support diversity.


Clyde, Jean Anne with Mills, Heidi. Exploring relationships through superheroes. No. 3 (Spring 1993), 23-25. The fourth of four articles in the series "Learning Math."


Cody, Wilmer S. No. 3 (Spring 1993), 6-7. Comments by the executive director of the National Education Goals Panel.


Cowles, Milly. Let's dispel the myths about early childhood. No. 1 (Fall 1992), 5-6. Guest editorial on public misconceptions about early childhood education.


Frieman, Barry B. What early childhood teachers need to know about troubled children in therapy. No. 4 (Summer 1993), 21-24. An overview of types of therapy, ways in which teachers, therapists, and parents can collaborate.


Graves, Donald H. Let's rethink children's entry points into literacy. No. 3 (Spring 1993), 8-10, 39. An overview of the author's approach to engaging children in writing.


Holmes, Julia G. Teachers, parents, and children as writing role models. No. 3 (Spring 1993), 12-14. A kindergarten writing model project.


Keen-Payne, Rhonda & Cagle, Carolyn Spence. Using the fine arts in health lessons. No. 3 (Spring 1993), 33-35. Integrating fine arts activities and health information.


Levy, Ann. A new name, the same mission. No. 1 (Fall 1992), 4. President's message on new name of association.

Levy, Ann. A responsible community. No. 2 (Winter 1993), 4. President's message on caucus of child advocacy organizations convened by SECA.

Levy, Ann. Nurture our leaders. No. 3 (Spring 1993), 4. President's message on supporting young leaders in the association.

Levy, Ann. Summer reflections, fall challenges. No. 4 (Summer 1993), 4. President's message on transition to new president and executive director.

Livesay, Nancy, Perroncell, Carol B., & Rodriguez, Cindy Rojas. Regional Educational Laboratories: Helping early childhood programs and elementary schools. No. 1 (Fall 1992), 7-8. Summary of services of regional educational laboratories in the South.


Mills, Heidi with Clyde, Jean Anne. "Five children and one teacher all playing Frisbee." No. 1 (Fall 1992), 29-31. The second of four articles in the series "Learning Math."

Perlmuter, Jane C. & Laminack, Lester L. Sociodramatic play: A stage for practic-
ing literacy. No. 4 (Summer 1993), 13-16, 31. How to incorporate literacy opportunities into dramatic play.


Trease, Jim. Turn on books and turn off television. No. 3 (Spring 1993), 17-20, 39-40. The author’s ideas on reading aloud and curtailing television in the home.

Warsh, Bobbie Gibson & Workman, Melissa. All life’s a stage: Children dictate and reenact personal experiences. No. 3 (Summer 1993), 9-12, 31. A description of a classroom technique for enabling children to create dramas based on personal experiences.


Williamson, Peter A. Encouraging social competence and story comprehension through thematic fantasy play. No. 4 (Summer 1993), 17-20. Extend children’s literature through dramatic play.

Subjects

Administration and management


Regional Educational Laboratories: Helping early childhood programs and elementary schools. No. 1 (Fall 1992), 7-8. Summary of services of regional educational laboratories in the South. By Nancy Livesay, Carol B. Perroncel, and Cindy Rojas Rodriguez.

Advocacy and Public Policy


Let’s dispel the myths about early childhood. No. 1 (Fall 1992), 5-6. Guest editorial on public misconceptions about early childhood education. By Milly Cowles.

Thoughts on Goal One. No. 3 (Spring 1993), 6-7. Comments by the executive director of the National Education Goals Panel. By Wilmer S. Cady.

Assessment


Child Care


Curriculum

All life’s a stage: Children dictate and reenact personal experiences. No. 4 (Summer 1993), 9-12, 31. A description of a classroom technique for enabling children to create dramas based on personal experiences. By Bobbie Gibson Warash & Melissa Workman.

Encouraging social competence and story comprehension through thematic fantasy play. No. 4 (Summer 1993), 17-20. Extend children’s literature through dramatic play. By Peter A. Williamson.


Let’s rethink children’s entry points into literacy. No. 3 (Spring 1993), 8-10, 39. An overview of the author’s approach to engaging children in writing. By Donald H. Graves.


Sociodramatic play: A stage for practicing literacy. No. 4 (Summer 1993), 13-16, 31. How to incorporate literacy opportunities into dramatic play. By Jane C. Perlmuter & Lester L. Laminack.


Splish! Bwoosh! And other tips for writing with children. No. 3 (Spring 1993), 15-16. Fun ideas for classroom writing activities. By Mike Arlett.


Using the fine arts in health lessons. No. 3 (Spring 1993), 33-35. Integrating fine arts activities and health information. By Rhonda Keen-Payne and Carolyn Spence Cagle.

Fiction

Granddaddy’s boy. No. 1 (Fall, 1992), 26-28. Fiction about a young child’s morni-
ing for his grandfather. By Joan D. Charlton.

Health Care and Education

Using the fine arts in health lessons. No. 3 (Spring 1993), 33-35. Integrating fine arts activities and health information. By Rhonda Keen-Payne and Carolyn Spence Cagle.

Multiculturalism/Cultural Diversity


Revisiting multicultural education. No. 2 (Winter 1993), 6-10. Children's development of identity and attitudes, how to incorporate true diversity in the classroom. By Louise Derman-Sparks.


Parent Involvement

Turn on books and turn off television! No. 3 (Spring 1993), 17-20, 39-40. The author's ideas on reading aloud and curtailing television in the home. By Jim Trelease.


Social-emotional Development

Encouraging social competence and story comprehension through thematic fantasy play. No. 4 (Summer 1993), 17-20. Extend children's literature through dramatic play. By Peter A. Williamson.


What early childhood teachers need to know about troubled children in therapy. No. 4 (Summer 1993), 21-24. An overview of types of therapy, ways in which teachers, therapists, and parents can collaborate. By Barry B Friedman.

Reviews

Professional Literature


Since the preschools in Reggio Emilia are organized to accommodate children ages three through six, and for a three-year age span in Oxfordshire, at both Oxfordshire and Reggio Emilia, children have the opportunity to be the youngest in the classroom, to have one year in the middle, and to have one year as the classroom or school leaders. Teachers think children learn more in multi-age groups and that children's social, moral, and ego development are enhanced because the younger children have authentic role models and older children have opportunities to teach the younger ones. Both of these features assist teachers in their attempts to provide both group activities and individual needs.

Another advantage of this multi-aged grouping in classes and schools is that it promotes sharing and communications within and between the children and adults (Firlik, 1976). Processes and successes are celebrated in theme-sharing assemblies in Oxfordshire schools and in the piazza, the common area in all Reggio Emilia schools.

The clock does not bind the teaching

Continued on next page
Volume 22 Index

Aging home-school partnerships: From concepts to practice (New York: Teachers College Press, 1993), No. 2 (Winter 1994), 44.


Foster, J. A review of Raines, S., & Canady, R. J., Story stretchers for the primary grades (Mt. Rainier, Md.: Gryphon House, 1992), No. 1 (Fall 1993), 29.

Harris, T. The snack shop: Block play in a primary classroom. No. 4 (Summer 1994), 22-23. A first-hand account of child-initiated learning.


McCullough, M. S. Linking past and present. No. 4 (Summer 1994), 4. The Helen Harley Scholarship and Marian B. Hamilton Award.


McCullough, M. S. Wind beneath their wings. No. 1 (Fall 1993), 4. President’s message on benefits of professional associations.


Southwest Educational Development Laboratory. Children are born learning! No. 1 (Fall 1993), 5-8. A commentary on school “readiness” for children.

Southwest Educational Development Laboratory. We can do it! Linking health and human services to schools. No. 4 (Summer 1994), 5-8. Service integration.


Swick, K. J., Bourte, G., & Van Scoy, I. Multicultural learning through family involvement. No. 4 (Summer 1994), 17-21. Family-school connections can be the foundation of cultural sensitivity.


Wellhausen, K., & Franklin, J. Sustaining the nurturing behaviors of preschool children. No. 3 (Spring 1994), 28-30. Review of research: Differences in nurturing behaviors among preschool children of different ages; recommendations.


Subjects

Administration and management


We can do it! Linking health and human services to schools. No. 4 (Summer

**Advocacy and public policy**
Children are born learning! No. 1 (Fall 1993), 5-8. A commentary on school "readiness" for children. By Southwest Educational Development Laboratory.

We can do it! Linking health and human services to schools. No. 4 (Summer 1994), 5-8. Service integration. Southwest Educational Development Laboratory.

**Assessment**

**Cultural diversity**

**Curriculum**

Classroom gardening. No. 1 (Fall 1993), 14-17. How to garden in the classroom. By J. Burns and J. Burns.


Inviting children into project work. No. 1 (Fall 1993), 9-12. The learning environment and teacher's role in project work. By C. P. Edwards & K. Springate.


**Family involvement**


**Special needs**


**Technology**

**Reviews**
Allen, J. B., Michalove, B., & Shockley, Continued on next page
Creativity
Continued from page 16


Social Development


Computers
Continued from page 13

Wayne State University, (ERIC Document Reproduction Service No. ED 342 466).


Arlene Brett, Ed.D., is an associate professor of education at the University of Miami, where she teaches undergraduate and graduate courses in early childhood education and graduate courses in using computers in education.
AUTHORS

Association for Childhood Education International. The banning of corporal punishment. A resolution opposing corporal punishment. No. 3 (Spring 1995), 36-37.


Brown, W. H. Inclusive therapeutic preschool programs for young children. No. 3 (Spring 1995), 22-27. Therapeutic programs at regular preschool facilities offer the most comprehensive services for maltreated children and their families.


Clark, R. J. Violence, young children, and the healing power of play. No. 3 (Spring 1995), 28-30. Play therapy offers supportive guidance to young victims and witnesses of violent crime.


Demarce, M. S. Creating safe environments for children with Post Traumatic Stress Disorder. No. 3 (Spring 1995), 31-33. Children with PTSD need help to feel safe in their own bodies and their environment, and the sense of safety is the first step toward healing.

Engley, E. Commentary: We can be proud of the job we do. No. 3 (Spring 1995), 5. A child takes advantage of education to the best of her ability, and she does not give up.


Frost, J. L. with Jacobs, P. J. Play deprivation: A factor in juvenile violence. No. 3 (Spring 1995), 14-20. During free play, children learn the views of others while negotiating peaceful, constructive resolutions.


Henniger, M. L. Supporting multicultural awareness at learning centers. No. 4 (Summer 1995), 20-23. Integrating multicultural uses of food, music, and customs into the school day vs occasional "visits" to another culture.


Kamii, C. Are violence-prevention curricula the answer? No. 3 (Spring 1995), 10-13. Violence prevention begins with autonomous individuals who consider the effects of their behavior on others.


Marshall, C.S. From Friday to Monday: Preparing inservice teachers to help young children following community violence. No. 3 (Spring 1995), 34-35. Inservice experience provides a valuable, perhaps critical, foundation for teaching.


McCullough, M. S. Are we doing all that we can? No. 3, (Spring 1995), 4. Our obligation to change the trend toward violence.

McCullough, M. S. Hope for today and tomorrow. No. 2 (Winter 1995). 4. Children are the hope of tomorrow, SECA members are the heart of today.

McCullough, M. S. Making things happen together. No. 1 (Fall 1994), 4. The need to connect services to provide comprehensive programs.

McCullough, M. S. Starfish in the surf. No. 4 (Summer 1995), 4. Farewell message: vision with action can change the world.

Mills, H. Making connections: Following our children's thinking. No. 4
(Summer 1995), 24-25. Children adopt a "sense-making attitude" to help interpret and act upon their world.

Monk, S. K. Integrated curriculum in a tiny Texas garden. No. 4 (Summer 1995), 8-9. Children learn to work (and research) together in their shared ownership of and responsibility for a garden.

Nabors, M. L. with Edwards, L. C. Creativity and the child’s social development. No. 1 (Fall 1994), 14-16. A teacher’s response to original thinking can affect social development.


Parsons, C. Field trips can enhance family involvement. No. 4 (Summer 1995), 16-18. Field trips are most effective when they resemble family outings rather than teacher-directed lessons.


Shores, E. F. Interview with Howard Garner. No. 4 (Summer 1995), 5-7. Discussion on the eighth intelligence.


4 (Summer 1995), 28-29.


J. A. Hatch.


Advocacy and public policy


The banning of corporal punishment. No. 3 (Spring 1995), 36-37. ACEI’s resolution to join doctors, lawyers, psychologists and social workers in opposing corporal punishment. By The Association for Childhood Education International.


Assessment

Assessment of early childhood social development. No. 1 (Fall 1994), 32-35. Anecdotal records of social development are an important part of a child’s portfolio.

Westberg, L. Literacy as a sociocultural tool in the pursuit of friendship. No. 1 (Fall 1994), 5-9. Teachers can offer meaningful experiences for children to increase use of literacy in everyday life.

Willoughby-Herb, S. with Herb, S. Children's books: Invitations to social development through children's literature. No. 1 (Fall 1994), 36-41. Children's literature is well-suited as a strategy for inviting social growth.

SUBJECTS

Administration and management


Curriculum

Are violence-prevention curricula the answer? No. 3 (Spring 1995), 10-13. Violence prevention begins with autonomous individuals who consider the effects of their behavior on others. By C. Kami, F. B. Clark, & A. Dominick.

Field trips can enhance family involve-
ment. No. 4 (Summer 1995), 16-18. Field trips are most effective when they resemble family outings rather than teacher-directed lessons. By C. Parsons.


Family involvement
Field trips can enhance family involvement. No. 4 (Summer 1995), 16-18. Field trips are most effective when they resemble family outings rather than teacher-directed lessons. By C. Parsons.


Primary grades


Social-emotional development
Creativity and the child's social development. No. 1 (Fall 1994), 14-16. A teacher's response to original thinking can affect social develop-


Literacy as a sociocultural tool in the pursuit of friendship. No. 1 (Fall 1994), 5-9. Teachers can offer meaningful experiences for children to increase use of literacy in everyday life. By L. Westberg.

Making connections: Following our children's thinking. No. 4 (Summer 1995), 24-25. Children adopt a "sense-making attitude" to help interpret and act upon their world.


Special needs

Inclusive therapeutic preschool programs for young children. No. 3 (Spring 1995), 22-27. Therapeutic programs at regular preschool facilities offer the most comprehensive services for maltreated children and their families. By W. H. Brown.

Technology

REVIEWS


AUTHORS


Ball, Wesley. Nurturing musical aptitude in children. No. 4 (Fall 1995), 19-24. It is crucial that young children have the opportunity to enhance aptitude by experiencing singing and moving to music.


Conroy, Maureen A., & Langenbrunner, Mary R., Burleson, Rebecca B. Suggestions for enhancing the social behaviors of preschoolers with disabilities using developmentally appropriate practices. No. 1 (Winter 1996), 9-15. Teachers can be both co-players and evaluators initiating positive interactions among children at risk for failure and their peers.


DeBord, Karne, & Reguero de Atilas, Julia T. Caregiver’s perceptions of children in mixed-age groups. No. 2 (Spring 1996), 15-16. Younger children benefit by developing new skills, while older children become more nurturing.

Disque, J. Graham, & Langenbrunner, Mary R. Shaping self-concept with children’s books. No. 4 (Fall 1996), p. 5. By internalizing desirable characters in a book, a child can externalize a personal problem and try, with help, to overcome it.


Edwards, Carolyn Pope, & Springate, Kay Wright. The lion comes out of the stone: Helping young children achieve their creative potential. No. 4 (Fall 1995), 24-29. It is through the unity of thinking and feeling that young children can explore their world and communicate with others at their highest level.


Jalongo, Mary Renck. Awaken to the artistry within young children! No. 4 (Fall 1995), 8-13. By countering acting biases, even unskilled teachers can encourage artistry by understanding the creative process in children.

Kagan, Sharon L. Looking backward—looking forward: The state of early childhood policy. No. 3 (Summer 1996), 3-4. Examining assumptions about current programs and presumptions about those designed to replace them.

unique problems and needs of the homeless, both parents and children.


McMahon, Rebecca. *Introducing infants to the joy of reading*. No. 3 (Summer 1996), 26-29. Books for newborns, birth to six months, develop listening skills and increase ability to differentiate between sounds.

Mills, Heidi. *Reading the world*. No. 3 (Summer 1996), 11-14. Literacy is making sense of print, the concept of time, and mathematics and using them in social collaboration.

Mize, Jacquelyn, & Abell, Ellen. *Encouraging social skills in young children: Tips teachers can share with parents*. No. 3 (Summer 1996), 15-23. Anecdotal examples of positive interaction between children and their peers, and how to foster them through everyday experiences with parents.

Moore, Lin, & Brown, David L. *The mixed-age approach: A public school perspective*. No. 2 (Spring 1996), 4-10. Waiving numerical grade-levels increases individualized learning and achievement expectations for a diverse student population.

Purvis, Susan Turner. *One teacher remembers...Eddie Lee Kendrick: Art and soul*. No. 4 (Fall 1995), 35-37. Self-taught artists reveal indigenous cultural richness with their hands—"brushes that will never wear out."


Routt, Mary Lou. *Early experiences that foster connectedness*. No. 4 (Fall 1996), p. 17. The feeling of belonging and acceptance is the basic motivational force for a child and is an important factor in the formation of connectedness and self-esteem.


Stringer-Seibold, Traci, Stanberry, Anne M., Stanberry, J. Phillip, & Seibold, James M. *Research highlights: Strengths and needs of divided families*. No. 4 (Fall 1996), p. 22. Making connections with emotionally healthy people and creating strong child-home-school ties are desirable factors—quality of life, not family structure, makes the difference in positive development.


Warash, Bobbie Gibson, Workman, Melissa G., Saab, Joy Faini, & Walker, Carolyn A. *Homemade puppets: Creative extensions of child-dictated stories*. No. 4 (Fall 1995), 30-33. Children are at liberty to project their thoughts and gifts through actions of puppets, which become tools for learning.


**SUBJECTS**

Advocacy and public policy


Looking backward—looking forward: The state of early childhood policy. No. 3 (Summer 1996), 3-4. Examining assumptions about current programs and presumptions about those designed to replace them. By Sharon L. Kagan.

Assessment


Cultural diversity

One teacher remembers...Eddie Lee Kendrick: Art and soul. No. 4 (Fall 1995), 35-37. Self-taught artists reveal indigenous cultural richness with their hands—"brushes that will never wear out. " By Susan Turner Purvis.

Curriculum
Awaken to the artistry within young children! No. 4 (Fall 1995), 8-13. By counteracting biases, even unskilled teachers can encourage artistry by understanding the creative process in children. By Mary Renck Jalongo.


Clay: The forgotten art. No. 4 (Fall 1995), 5-8. Working with clay trains mind and body, teaches skill with form, and offers immediate aesthetic reward. By Doris Marie Martin.


Homemade puppets: Creative extensions of child-dictated stories. No. 4 (Fall 1995), 30-33. Children are at liberty to project their thoughts and gifts through actions of puppets, which become tools for learning. By Bobbie Gibson Warash, Melissa G. Workman, Joy Faini Saab, & Carolyn A. Walker.

Nurturing musical aptitude in children. No. 4 (Fall 1995), 19-24. It is crucial that young children have the opportunity to enhance aptitude by experiencing singing and moving to music. By Wesley Ball.

The lion comes out of the stone: Helping young children enhance their creative potential. No. 4 (Fall 1995), 24-29. It is through the unity of thinking and feeling that young children can explore their world and communicate with others at their highest level. By Carolyn Pope Edwards & Kay Wright Springate.


Family involvement
Encouraging social skills in young children: Tips teachers can share with parents. No. 3 (Summer 1996), 15-23. Anecdotal examples of positive interaction between children and their peers, and how to foster them through everyday experiences with parents. By Jacquelyn Mize & Ellen Abell.

Reading the world. No. 3 (Summer 1996), 11-14. Literacy is making sense of print, the concept of time, and mathematics and using them in social collaboration. By Heidi Mills.

Research highlights: Strengths and needs of divided families. No. 4 (Fall 1996), P. 22. Making connections with emotionally healthy people and creating strong childhood-school ties are desirable factors—quality of life, not family structure, makes the difference in positive development. By Traci Stringer-Seibold, Anne M. Stanberry, J. Phillip Stanberry, & James M. Seibold.

Literacy
Introducing infants to the joy of reading. No. 3 (Summer 1996), 26-29. Books for newborns, birth to six months, develop listening skills and increase ability to differentiate between sounds. By Rebecca McMahon.


Multi-age grouping


The mixed-age approach: A public school perspective. No. 2 (Spring 1996), 4-10. Waving numerical grade levels increases individualized learning and achievement expectations for a diverse student population. By Lin Moore & David L. Brown.

Social-emotional development
Early experiences that foster connectedness. No. 4 (Fall 1996), p. 17. The feeling of belonging and acceptance is the basic motivational force for a child and is an important factor in the formation of connectedness and self-esteem. By Mary Lou Routt.


Special needs

Suggestions for enhancing the social behaviors of preschoolers with disabilities using developmentally appropriate practices. No. 1 (Winter 1996), 9-15. Teachers can be both
co-players and evaluators initiating positive interaction between children at risk for failure and their peers. By Maureen A. Conroy, Mary R. Langenbrunner, & Rebecca B. Burleson.

REVIEWS


DIMENSIONS OF EARLY CHILDHOOD Call for Proposals

The Editorial Advisory Committee of the Southern Early Childhood Association plans the association journal. The committee invites proposals for manuscripts on the following topics:
- Care of infants and toddlers
- Religious-affiliated issues, including faith-based curriculum
- Issues related to funding
- Teacher suggestions for classroom activities
- Cultural diversity across the curriculum
- Public policy advocacy issues

For a complete style guide, please call the SECA office at 1-800-305-7322.

The Committee continues to invite interested persons to apply for appointments as consultants for Dimensions of Early Childhood. Consultants read submissions to the journal and comment upon their quality. The Editorial Advisors consider consultants' comments before making final recommendations on submissions.

Applicants should provide complete vitae and indicate their specific areas of expertise in cover letters.

Send three copies of any proposals and eight copies of any applications to Editorial Assistant, Dimensions of Early Childhood, P.O. Box 55930, Little Rock, AR, 72215-5930.

Free.

Child Care Information Exchange is the only publication designed just for directors. Over 25,000 administrators rely on this management resource for real solutions, practical advice, and ideas. If you're not a subscriber, return the coupon for a free, 6-month trial. Get to know us, free!

Yes! Send me Exchange free for 6 months. I am not a subscriber. (52)

Name __________________________
Title __________________________
Organization ____________________
Street __________________________
City ____________________________
State ______________________ ZIP ______________________

Child Care Information Exchange
P.O. Box 2890, Redmond, WA 98073-2890
Volume 25 Index

Authors


Brown, William H. Inclusion: A time to include and support young children. No. 3 (Summer 1997), 3-5. Society's past attitudes and educators perspectives on inclusion of the special needs child.


Durost, Dennis D. Keypals—Email leads to new friends. No. 4 (Fall 1997), 17-22. Enriching communications skills through early E-mail use.

Freeman, Nancy K. Education for peace and caring go hand in hand. No. 4 (Fall 1997), 3-8. Helping children develop attitudes and behaviors that prepare them to become peaceful, cooperative adults.


Gunnels, Jan Allison. A class pet campaign: Experiencing the democratic process. No. 4 (Fall 1997), 31-34. Meeting school system requirements while engaging children in integrated learning.


Leister-Willis, Clarissa. The White House Conference on Brain Development. No. 2 (Spring 1997), special insert. Research proves the importance of early learning and consequences of neglect.

Lewis, Eleanore Grater. Everyone can come to school: Learning from experience. No. 3 (Summer 1997), 21-25. Attitudes and expectations are critical ingredients in making inclusion work.

Peck, Nelle. Teachers are advocates, too! No. 4 (Fall 1997), 23. Learning about democracy through school activities.


Saul, Karen E. Money matters—exploring money concepts with young children. No. 2 (Spring 1997), 17-21. Reasoning and handling real or play money helps teach math skills.

Schiller, Pam, Peck, Nelle, & Leister-Willis, Clarissa. Southern issues and attitudes. No. 2 (Spring 1997), 3-4. Issues and attitudes combine to have a negative impact on southern children.


Swick, Kevin J. Strengthening homeless families and their young children. No. 2 (Spring 1997), 29-35. Mentoring and observing needs help homeless families succeed.


**Advocacy and public policy**


Inclusion: A time to include and support young children. No. 3 (Summer 1997), 3-5. Society's past attitudes and education's perspectives on Inclusion of the special needs child. By William H. Brown.


Southern issues and attitudes. No. 2 (Spring 1997), 3-4. Issues and attitudes combine to have a negative impact on southern children. By Pam Schiller, & Nelle Peck.

Teachers are advocates, too! No. 4 (Fall 1997), 23. Learning about democracy through school activities. By Nelle Peck.

Curriculum


Keypals leads to new friends. No. 4 (Fall 1997), 17-22. Enriching communications skills through early E-mail use. By Dennis D. Durost, & Sue L. Hutchinson.


Family involvement


Social-emotional development

A class pet campaign: Experiencing the democratic process. No. 4 (Fall 1997), 31-34. Meeting school system requirements while engaging children in integrated learning. By Jan Allison Gunnels.

Education for peace and caring go hand in hand. No. 4 (Fall 1997), 3-8. Helping children develop attitudes and behaviors that prepare them to become peaceful, cooperative adults. By Nancy K. Freeman.


Special needs


Everyone can come to school: Learning from experience. No. 3 (Summer 1997), 21-25. Attitudes and expectations are critical ingredients in making inclusion work. By Eleanor Grater Lewis.


Reviews
