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Editorial Policy and Procedure

The School Community Journal is committed to scholarly inquiry, discussion, and reportage of topics related to the community of the school. Manuscripts are considered in three categories: (1) research (original, review, and interpretation), (2) essay and discussion, and (3) reports from the field, including descriptions of programs. The journal follows the format suggested in the *Publication Manual of the American Psychological Association*.

Contributors should send two copies of the manuscript; an abstract of no more than 250 words; a one paragraph description of the author; and a phone number, fax number, and e-mail address where the author can be reached to:

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Please include a copy of the manuscript on diskette (in Word if possible, APA format with titles italicized) OR send an electronic copy as an e-mail attachment to editor@adi.org. The cover letter should state that the work is not under simultaneous consideration by other publication sources. Manuscripts will be returned only if accompanied by a self-addressed, stamped envelope.

As a refereed journal, all submissions undergo a blind peer review as part of the selection process. Therefore, please include the author's description and other identifying information on a separate page and in a separate electronic file.

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Requests for Manuscripts

The School Community Journal publishes a mix of:

- (1) research (original, review, and interpretation)
- (2) essay and discussion, and
- (3) reports from the field, including descriptions of programs.

The journal seeks manuscripts from scholars, administrators, teachers, school board members, parents, and others interested in the school as a community. Please see editorial policy.

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Editor's Comments

As I came out of the fog that was September, 2001, I began to get excited about this forthcoming issue of the *School Community Journal*. Each of the articles seemed relevant to today in its own way. As we all discussed the events of September 11 and the reactions that followed, especially the backlash against the Arab community, I realized just how timely our first article by Moosa, Karabenick and Adams on Arab parent involvement had suddenly become. It was then I went back through the “paper trail” to find the date we had decided to publish this article, and was almost chilled to discover the decision was made on September 10th. I do hope the valuable information it contains about Arab parents’ preferences and communication patterns will be of service and will inspire further research in the near future. The journal has proposed sensitivity to the varying needs of all parents for years, a need which is now more pronounced than ever.

The other articles in this issue are also timely and interconnected. Certainly the examination of perceptions of school safety by Lee Shumow and her colleague, Richard Lomax, is helpful in examining what factors may help our children feel more secure and, consequently, perform better in school. Likewise, Constance Perry and Walter McIntire point out the relationship between personal connections in school and perceived safety. Diana Hiatt-Michael highlights the importance of turning the school into a learning community with all constituents as fully engaged partners.

The article by Perkins, Borden, and Villarruel on community youth development advocates a proactive approach to engaging youth in building community in an attempt to not only prevent problems and prepare them for the future, but also to allow young people to be positive forces in the present. One example of a group doing just that is found in the article by Amy Cox-Petersen and Fred Ramirez. They report on a program using teens as junior docents for museum tours, resulting in positive effects for both the teens and the elementary students who received the tours. Maria Ferreira presents a similar proactive approach in pairing female engineers with at-risk girls for hands-on learning. Perkins, et al. did acknowledge that intervention programs will still be necessary at times, and Carpenter-Aeby and Aeby address this issue. They offer some hope to those students who do fail in traditional schools for behavioral and academic reasons by means of an alternative school with an active family and community involvement component.

In a September 12 letter, executive editor Sam Redding said, “We [of the Academic Development Institute] extend our thoughts and prayers to all who suffer today because of incomprehensible evil. We rededicate ourselves to our work—to fan the flames of love all parents feel for their children, extol the reservoir of care all teachers hold for their students, and foster the ties among parents, teachers, and children that are necessary for all our children to succeed . . . our opportunity lies first to enlarge goodness where we stand—among our families, our friends, our neighbors and our colleagues. Begging your indulgence of my expression of that which gives me purpose, I recall the scriptural urging that we ‘act justly, love kindness, and walk humbly with our God.’”

Lori Thomas, Editor
November, 2001

