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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, Fifth Edition*.

Contributors should send two copies of the manuscript; an abstract of no more than 250 words; key word list; 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 on page 2.

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Editor's Comments

We begin this issue with a survey of the state of home-school relations in the island nation of Cyprus. Loizos Symeou discovered that currently the connections there are fairly weak, but there is interest on the part of teachers and parents in working to strengthen their ties. He also discovered a number of relevant variables that will be valuable as they try to establish effective programs to accomplish such change. Symeou might do well to examine our third article, particularly Fred Ramirez's thoughts on positive communication between school and home and the value of home visits. Ramirez offers these thoughts in the context of attitudes portrayed by cartoons in educational journals, and by association, among teacher educators at the college and post-graduate levels. The cartoons are fun, even though the subject matter is quite serious. A little further into the issue, Audrey Wright and Cheri Heeren look at another aspect of higher education, by examining the use of case studies to help students from a variety of disciplines to begin to think about the value and means of collaboration. It seems they have found an excellent tool to help aspiring professionals consider, before their careers even begin, the necessity of treating people holistically via cooperation among schools, health departments, and other community agencies.

In our second article, Michael Karcher and his colleagues offer a report on a developmental mentoring program in which teens serve as mentors to children transitioning into middle school. While their findings on academic achievement are somewhat limited, they make an excellent point that any mentoring program's goals for developmental and academic outcomes are interdependent—a package deal that benefits participants in complex and wonderful ways. I hope they or other researchers will follow up on the effect such a program offers for the teen mentors involved, as I imagine it would be positive and interesting. In another program report/study, Constance Perry looks at Community of Caring in one school, and in doing so, reminds us of the value of a school community developing shared values through common language, and the terrific effects that process can have on school climate and academic achievement.

In our fourth article, Dianne Hoff offers us a thought-provoking look at school-business partnerships through a survey study. Her findings suggest that schools need to remember that a successful partnership requires good communication and accountability. She also discovered that many partnerships end when key personnel change, indicating that school staff working in a group on the partnership helps to insure sustainability. Finally, Laura Schulte and her extensive team explain their development of a tool to measure the “ethical climate” of schools, that is, how much respect for persons is maintained among and between teachers and students, and among students themselves. While this piece may be a little technical for some of our readers (raise your hand if you know what an eigenvalue is!), we felt the concept of having a validated measuring tool to help school communities improve their climate, or character, if you will, is quite valuable. And stay tuned, because the next issue of *The School Community Journal* will offer a look at this tool in action.

Lori Thomas, Editor
November, 2002

