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The School Community Journal
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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:

Editor, The School Community Journal
121 N. Kickapoo St.
Lincoln, IL 62656

Please include a copy of the manuscript on diskette (in Word if possible) 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.

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The School Community Journal is published twice annually—fall/winter and spring/summer. Subscription is $16. Library subscription is $35. Single copies are available for $10, including shipping and handling charges. To subscribe, call 217-732-6462 or send mailing information and subscription fee to:

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121 North Kickapoo Street
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"There is no better place to create a community of caring than in our schools—the heart of our future."

Patricia Gándara

School Community Journal

The hope for American education lies in the cooperative pursuits of people intimately attached to their own schools. To this image of the school as a community, the School Community Journal is devoted.

The school is often discussed in terms of its relationship to the community, suggesting that the school is something apart from community. In fact, the school exists within a mosaic of overlapping communities and is, itself, capable of functioning as a community.

A community is a group of people associated with one another who share some common values. Geography does not make community, nor does membership nor casual affiliation. When the school functions as a community rather than in a community, its constituents (students, parents, teachers, staff) associate with one another and share common values about the education of children.

At the root, members of the school community assume responsibility for one another. Those children become our children, and parents are not external agents but full partners in the education of their children and of each other’s children. Teachers are not isolated practitioners of pedagogy, but professionals integrated into the web of community and buoyed by common purpose.
Request 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 above.

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