DIMENSIONS OF EARLY CHILDHOOD

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.


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.


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

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, Jacqelyn, & 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, Annie 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 countering 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 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 child-home-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**

Artell, Mike; and Schiller, Pam (1996). *Parties Kids Love.* Glenview, IL: Good Year Books.


**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.

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