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In This Issue

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IN THIS ISSUE:

From the Editor

KELLY CHANDLER, *Learning From Each Other in the Zone of Proximal Development: A Vygotskian Re-Vision*, is a doctoral student in Literacy Education at the University of Maine. When she completes her degree, she plans to return to the secondary English classroom.

RUTH SHAGOURY HUBBARD, author of *Young Ethnographers: Children Conducting Case Studies in a Multiage Classroom*, is a writer and Associate Professor at Lewis and Clark College, where she coordinates the Language and Literacy Program for the Graduate School of Professional Studies. Her research interests are focused on creative development and teacher research, and her most recent book is entitled *A Workshop of the Possible: Nurturing Children's Creative Development* (Stenhouse, 1996).

JOHN SHEIRER, author of *Students Breathing*, is a composition specialist who teaches at Asnuntuck Community-Technical College in Enfield, Connecticut. He has recently published articles in *Teaching English at the Two-Year College*, *Tennessee English Journal*, and *Exercise Exchange*, among other journals, and has given presentations on writing instruction at various regional conferences. His poems have appeared in many literary magazines, and a book of short poems in the haiku tradition, *Rumblestrips*, was recently published. This essay is based on an ancient Japanese form called haibun, which combines journal-like prose selections with haiku-like poems.

KAREN DEVERS, *Housework, Mary Wollstonecraft, and Combat Boots*, is a doctoral candidate in the Center for Teaching and Learning at the University of North Dakota. She teaches foundations and multicultural art and education courses. Her interests in other cultures have led her to study in Scotland, England, and Norway where she taught art to American and Norwegian college students. She has two daughters, Eleanore and Frances, who are also attending college.

Mathematics Education, 1920-Present: Implications for Assessment of Elementary School Mathematics Teaching and Learning was co-authored by Diane M. Gard and Thomasenia Lott Adams. DIANE M. GARD is a visiting instructor of mathematics education at the University of Central Florida. She is also a doctoral candidate in the Department of Instruction and Curriculum at the University of Florida. THOMASENIA LOTT ADAMS is an assistant professor of mathematics education in the Department of Instruction and Curriculum at the University of Florida. She teaches mathematics education courses for preservice and inservice elementary school teachers.

Our review of *School Change: The Personal Development of a Point of View* by Seymour B. Sarason was prepared by EDITH KLAUSNER, who spent four decades in education as an early childhood teacher, a teacher advisor, director of a teacher center and of a progressive independent school. After a brief retirement she began teaching again in a graduate program for preservice teachers at the University of Pennsylvania. She also works with Research for Action, an alternative research group based in Philadelphia.

CORRECTION: In our Spring 1996 issue we deleted a footnote from the article by Corina Morano-Ender and Morten G. Ender titled *A Picture and a Thousand Words: Autophotography in the ESOL Classroom and Beyond*. The footnote reads as follows:

Portions of this paper were presented at a poster session at the 1995 Annual International TESOL (Teachers of English to Students of Other Languages) Convention, in Long Beach, California, in March. We would like to acknowledge the Prince George's County Public School System in Maryland and the Maryland State Department of Education for providing major funding for this project. We would also like to especially thank the Bladensburg High School students for their enthusiasm and personal endorsement of this project. E-mail address for correspondence: ender@prairie.nodak.edu