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In This Issue

Mary Laycock

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IN THIS ISSUE:

From the Editor

LINDA ALLEN MCKAY AULGUR, *Socioconstructivist Theory in an Arts-Integrated Curriculum*, e has taught preschool, kindergarten, and elementary classes in public and private schools in Missouri and Kentucky. She received her Master's degree in Early Childhood Education from the University of Missouri-Columbia in 1986 and a Doctor of Philosophy degree in Curriculum and Instruction in 1997. Dr. Aulgur has been a faculty member at Stephens College in the Teacher Education Department since 1987 and a visiting instructor with Project Construct, Missouri Department of Elementary and Secondary Education since 1995. She is married to Robert D. Aulgur. They reside in Columbia, Missouri with their children, Heather and Graham McKay and David Aulgur.

BRENDA POWER, *From 'Maybe' to 'We'll See': Understanding and Fostering Teacher Research in Schools*, is an associate professor at the University of Maine where she teaches courses in literacy and research. She is also the editor of *Teacher Research: The Journal of Classroom Inquiry*.

KATHY SANFORD, *Developing Sensitivity When Assigning Group Work*, is a sessional lecturer and program coordinator at the University of Alberta. She has recently completed her doctorate and now works in the areas of English language arts and teacher education. Research interests include student evaluation, literacy, media, and issues of gender. She is currently developing research projects in single-gender schools in western Canada.

Creativity and Learning: Partners in Pedagogy was written by MICHELE M. WELKENER. Dr. Welkener's educational background, though diverse, is primarily rooted in the fine arts. After earning a Master's degree in studio art, she went about teaching art at the college level and at community education centers. Growing curiosity about the assumptions her students held about creativity and their creative abilities and dissatisfaction with her limited knowledge of student development and pedagogy led her to pursue a Ph.D. in Educational Leadership. Currently she is an interdisciplinary doctoral student at Miami University in Oxford, Ohio, where she is merging her interests in art and creativity with psychology/human development, education, and higher education administration.

The review of the book, *Bringing Reggio Emilia Home: An Innovative Approach to Early Childhood Education*, was prepared by MARY MINDESS, professor of Early Childhood Education at Lesley College in Cambridge, MA. She teaches courses in education and child psychology and has organized several Reggio Emilia Institutes. As coordinator of the New England Kindergarten Conference, an annual event now in its 36th year, she is currently engaged in Extending the Kindergarten Conference Online by offering early childhood courses via email.

She holds a M.S. Degree from Boston University where she majored in Speech Therapy. Before beginning her work at Lesley College, she taught young children in a private school setting in Brookline, Massachusetts, served as a substitute teacher at various grade levels, and as a speech therapist in Supervisory Union #5, Charlestown, New Hampshire.

In addition to her current teaching responsibilities at Lesley College and her work with the New England Kindergarten Conference, she is Director of the Lesley College Center for Children, Families and Public Policy and co-director of a grant project, Advancing the Field: Developing Care Paths in Early Care and Education, supported by the Massachusetts Department of Education.