

A message from the editors

Billie Jo Clausen and Tim Loreman

Welcome to this first issue of the International Journal of Whole Schooling.

When the management team began the process of producing this journal almost a year ago, we found ourselves focusing on the central question of “What sort of a journal do we want to have?” We found ourselves constantly reminded of this central question as we put together an Editorial Review Board for the journal, developed and refined our article review procedures, instituted other journal protocols, and went about the business of marketing.

In this first issue, we hope both to achieve our original vision, and to produce a strong foundation for future issues. From the beginning, it has been our desire to produce a plain-language journal filled with articles of interest to a wide range of people who believe in education which is inclusive, equitable, democratic and based in local communities. In short, Whole Schooling. The audience we seek goes far beyond the boundaries of a traditional academic journal to reach not only academics, but also parents, teachers, school administrators, paraprofessionals, students, activists, grandparents and volunteers.

With this in mind, we encourage submission of a range of articles from traditional research papers to social commentary. We welcome stories from families and educators. All articles appearing in this journal have been independently reviewed by at least two (and sometimes more) members of our Editorial Review Board to ensure a high standard of writing and adherence to the Principles of Whole Schooling. In this issue, we bring you articles from well established academic authors, practitioners, and an educator/poet. As we bring you future issues, we will seek to enhance the varieties of articles we publish. If you have something important to say, we would love to hear from you!

Founding a journal is no easy task, and we would like to thank not only the other members of the management team, but also the members of our Editorial Review Board for their support, ideas, assistance, understanding, and willingness to cooperate with changing circumstance as the journal developed. We would also like to extend warm thanks to our spouses and children for supporting our time away from family spent in journal endeavors. This is a journal with no budget, run entirely by volunteer efforts, which makes the contributions by the Management Team and Review Board all the more worthy of our appreciation.

We move into the future with anticipation and hope, full of eagerness to experience through written media the thoughts and experiences of many who believe that Whole Schooling can be breathed into life by people all around the world – that we can provide a continuing international voice in support of quality education for all.

We extend a warm welcome to all of you. Happy reading!

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WE INVITE YOU to join us! You can make a difference! We are growing the Consortium through the grassroots efforts of teachers, parents, faculty, administrators, and community members. If you are interested in being involved, contact us at:

Wholeschooling@comcast.net

<http://www.wholeschooling.net>

The **Whole Schooling Consortium** is an international network of schools and individual teachers, parents, administrators, university faculty and community members. We are concerned with the following central problems that deepen our social and individual problems: segregation of children based on ability, ethnicity, gender, socio-economic status and other characteristics; standardization and narrowing of curricula, stifling creativity, critical thinking, and democratic engagement; narrowly focused standardized assessment that centers schooling around the taking of a test rather than learning and creates competition and rivalry across schools; punishment of schools and educators rather than providing help, support and assistance; consequent creation of school cultures of tension, anger, and pressure preventing what should be a place of joy, fun, community, and care; and lack of attention to economic and social needs of children. Schools, we believe, are central if we are to have a democratic society and inclusive communities where people of difference are valued and celebrated. Schools must be places that encourage the development of the whole child – linking talent development and social, emotional, cognitive, and physical learning. We believe this is necessary and possible.

**Education for a
Democratic Society**

*Excellence and Equity
Together*

