Journal of Maine Education 2013 Articles

- Inch-by-Inch, Row-by-Row: Achieving an Education through Nontraditional Means
  Caroline White Peinado
  High school students planted a garden and sold its produce. In the process they learned economics, marketing, and how to run a business.

- School/Family Partnerships - Outcomes and Reflections on a Program Evaluation
  Lisa Roux
  An evaluation of a reading incentive program strengthened partnerships with parents.

- Mentors and Digital Media: A Middle School and College Partnership
  Anita S. Charles and Ell Fanus
  Middle school students deepened their literacy, digital media, and collaboration skills and gained enthusiasm about college life. College students studying education learned from direct experience, while providing a service.

- Student Learning and the School Library
  Eileen Broderick
  Strong school library programs are key to students’ learning because they build on classroom curriculum, forward higher order thinking and technology skills, and provide continual access to learning through their web sites.

- No “R” Left Behind
  Anita Wright
  Writing is an essential skill and learning tool; more time in school should be devoted to it.

- BOOK REVIEW - A Reason to Read: Linking Literacy and the Arts
  By Eileen Landay and Kurt Wootton
  Anne Wescott Dodd

- Relationships, Respect, and Re-Creation: Tree Street Youth’s Approach to Out of School Learning
  Julia Sleeper
  Through learning activities and mentoring with a focus on respect and openness, Tree Street Youth works to create high aspirations for youth from challenging backgrounds.

- Purpose in Words: Using Mission Statements to Influence Leadership and Instruction
  Tom Lafavore
  School mission statements can be used more effectively.

- It’s Time to Re-Imagine Schooling
  Zoe Weil
  Students can be provided knowledge and skills needed to tackle local and global challenges.

- Schooling in Vietnam: Implications for Schooling in the United States
  Sarah V. Mackenzie
  In Vietnam, a testing mentality depletes teachers and keeps learners from risk taking, creativity, and complex thinking.