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## VOLUME ELEVEN

### Authors

#### Baker, Betty Ruth

*"Transition Time: Valuable Learning for Preschoolers,"* Vol. 11, No. 4 (July, 1983), pp. 15-18, IDEAS!

How to plan transition periods to make them a time for learning as well as for comfortably moving through the daily routines. Broken down by age groups.

#### Bardwell, Jill

*"Is Sex Role Stereotyping Child's Play,"* Vol. 11, No. 4 (July, 1983), pp. 19-21.

How caregivers can recognize sexist activities and materials and eliminate them. Suggestions for non-sexist play and materials.

#### Bedsole, Betty

*"Music,"* Vol. 11, No. 1 (Oct., 1982), pp. 13-17.

Suggestions for including music in the preschool program. Words and music given. Broken down by age groups.

#### Berg, Barbara and Reed, Sue

*"Childcare Can be a Family Affair at On-Site Centers,"* Vol. 11, No. 4 (July, 1983), pp. 5-6.

A first hand look at the childcare center at the Zales Corporation in Dallas, Texas.

#### Coleman, Richard L.

*"Dramatic Play,"* Vol. 11, No. 1 (Oct., 1982), pp. 18-22.

Guidelines and examples for encouraging dramatic play. Broken down into age groups.

#### Dukes, Lenell

*"Using Water,"* Vol. 11, No. 2 (Jan., 1983), IDEAS!, pp. 15-18.

Ideas for water related activities in the preschool, broken down by age groups.

#### Genishi, Celia

*"How do Children Learn Through Arguing,"* Vol. 11, No. 3 (April, 1983), pp. 21-22.

Observations on the nature of children's arguments and what children learn from the process.

#### Hicks, Michael and Powell, Judith A.

*"Corporate Day Care 1980's — A Responsible Choice,"* Vol. 11, No. 4 (July, 1983), pp. 4-10

History and benefits of employer sponsored day care to the parents and employer. Chart of corporations which offer day care and the capabilities of each.

#### Holt/Hale, Shirley Ann

*"Learning Through Play,"* Vol. 11, No. 3 (April, 1983), pp. 23-24.

Observations on how play is an important link in the young child's cognitive, social and emotional development.

#### Honig, Alice Sterling

*"Meeting the Needs of Infants,"* Vol. 11, No. 2 (Jan., 1983), pp. 4-7.

Advice for caregivers on the feelings and needs of infants and how to recognize and meet these needs.

#### Jacobson, Arminta and Lawhon, Tommie C.M.

*"Helping Children Manage Stress,"* Vol. 11, No. 2 (Jan., 1983), pp. 8-10.

Explores the causes of stress, how to recognize it and how caregivers and teachers can decrease the effects of stress and stressors in the child's environment.

#### Manning, M. Lee

*"Improving Self Concept Through Children's Literature,"* Vol. 11, No. 3 (April, 1983), pp. 6-8.

Criteria for selecting and using books for preschoolers. List of suggested books included.

#### McCauley, Christine

*"Art,"* Vol. 11, No. 1 (Oct., 1982), pp. 9-12.

Examines the how, why and what of visual arts for young children. Includes ideas for painting, constructing and photography. Teacher's guide and reference information provided.

#### Pyles, Grace L.

*"Halloween: An Integrated Approach,"* Vol. 11, No. 4 (July, 1983), pp. 11-14.

How Halloween concepts can stimulate science, math, language, music and arts and crafts activities in the preschool. Examples given.

#### Snelson, Carol and Richardson, Carol

*"Communication,"* Vol. 1, No. 1 (Oct., 1982), pp. 23-26.

Ideas and guidelines for developing the young child's listening, talking, interacting and creative skills. Broken down by age groups.

#### Swick, Kevin J.

*"Parent Education: Focus on Parent's Needs and Responsibilities,"* Vol. 11, No. 3 (April, 1983), pp. 9-12.

Guidelines for starting a parent education program.

#### Waldrop, Sybil C.

*"The Expressive Arts,"* introduction, Vol. 11, No. 1 (Oct., 1982), pp. 6-8.

Introduces the special issue on Expressive Arts and tells the importance of art in the preschool curriculum.

#### Werner, Peter

*"Playscapes: Children's Needs and Safety Standards,"* Vol. 11, No. 2 (Jan., 1983), pp. 11-14.

How to select playground equipment wisely, according to children's needs, and to enforce proper safety standards. Includes list of hazards, guidelines and recommendations.

#### Whitener, Susie F.

*"Home Visits: A Vital Link Between Home and School,"* Vol. 11, No. 3 (April, 1983), pp. 4-8.

Explains why home visits are useful to teachers and children. Guide for getting ready for the visit, what to do in the home and follow-up.

#### Williams, Connie K.

*"Busy Teachers Work with Busy Parents,"* Vol. 11, No. 2, (Jan., 1983), pp. 19-21.

Suggestions on involving busy parents in the preschool program.

#### Ziegler, Norma

*"Interest Centers Outside,"* Vol. 11, No. 3 (April, 1983), pp. 13-20, IDEAS!

Guidelines and suggestions for setting up outdoor play areas. Broken down by age groups. Illustrations of sample playground arrangement and storage areas.

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*"Home Visits: A Vital Link Between Home and School,"* Susie F. Whitener, Vol. 11, No. 3 (April, 1983), pp. 4-5.

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*"Helping Children Manage Stress,"* Arminta Johnson and Tommie C.M. Lawhon, Vol. 11, No. 2 (Jan., 1983), pp. 8-10.

*"How Do Children Learn Through Arguing,"* Celia Genishi, Vol. 11, No. 3 (April, 1983), pp. 21-22.

*"Improving Self Concept Through Children's Literature,"* M. Lee Manning, Vol. 11, No. 3 (April, 1983), pp. 6-8.

*"Is Sex Role Stereotyping Child's Play?,"* Jill Bardwell, Vol. 11, No. 4 (July, 1983), pp. 19-21.

*"Meeting the Needs of Infants,"* Alice Sterling Honig, Vol. 11, No. 2 (Jan., 1983) pp. 4-7.

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Kellogg, S.; *"Tallyho Pinkerton!,"* Vol. 11, No. 4 (July, 1983), p. 26.

Lobel, Anita; *"On Market Street,"* Vol. 11, No. 2 (Jan., 1983), p. 22.

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Sussman, S.; pictures by John C. Wallner, *"Hippo Thunder,"* Vol. 11, No. 4 (July, 1983), p. 26.

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*"Interest Centers Outside,"* Norma Ziegler, Vol. 11, No. 3, (April, 1983), IDEAS!, pp. 13-20.

*"Learning Through Play,"* Shirley Ann Holt/Hale, Vol. 11, No. 3 (April, 1983), pp. 23-24.

*"Transition Time: Valuable Learning for Preschoolers,"* Betty Ruth Baker, Vol. 11, No. 4 (July, 1983), IDEAS!, pp. 15-18.

*"Using Water,"* Lenell Dukes, Vol. 11, No. 2 (Jan., 1983), IDEAS!, pp. 15-18.

#### Corporate Day Care

*"Childcare Can be a Family Affair at On-Site Centers,"* Barbara Berg and Sue Reed, Vol. 11, No. 4 (July, 1983), pp. 5-6.

*"Corporate Day Care 1980's — A Responsible Choice,"* Michel Hicks and Judith A. Powell, Vol. 11, No. 4 (July, 1983), pp. 4-10.

#### Expressive Arts

*"Art,"* Christine McCauley, Vol. 11, No. 1 (Oct., 1982), pp. 9-12.

*"Communication,"* Carol Snelson and Donna Richardson, Vol. 11, No. 1 (Oct., 1982), pp. 23-26.

*"Dramatic Play,"* Richard L. Coleman, Vol. 11, No. 1 (Oct., 1982), pp. 18-22.

*"Music,"* Betty Bedsole, Vol. 11, No. 1 (Oct., 1982), pp. 13-17.

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*"Parent Education: Focus on Parent's Needs and Responsibilities,"* Kevin J. Swick, Vol. 11, No. 3 (April, 1983), pp. 9-12.

#### Playgrounds

*"Playscapes: Children's Needs and Safety Standards,"* Vol. 11, No. 2 (Jan., 1983), pp. 11-14.

#### Professional Literature

Brown, Sam Ed.; *"One, Two, Buckle My Shoe: Math Activities for Young Children,"* Vol. 11, No. 3 (April, 1983), pp. 27-28.

Castle, Kathryn Ed.D.; *"The Infant and Toddler Handbook — Invitations for Optimum Early Development,"* Vol. 11, No. 4 (July, 1983), p. 24.

Evans, Joyce Dr.; *"Developmental Story Books, Sets 1 and 2,"* Vol. 11, No. 4 (July, 1983), p. 24.

Kagan, Jerome, *"The Second Year — The Emergence of Self-Awareness,"* Vol. 11, No. 2 (Jan., 1983), p. 25.

Kamii, Constance, *"Number in Preschool and Kindergarten: Educational Implications of Piaget's Theory,"* Vol. 11, No. 2 (Jan., 1983), p. 25.

Kamii, Constance and DeVries, Rheta; *"Group Games in Early Education,"* Vol. 11, No. 3 (April, 1983), pp. 27-28.

Sciarrra, Dorothy June and Dorsey, Anne G.; *"Developing and Administering A Child Care Center,"* Vol. 11, No. 3 (April, 1983), pp. 27-28.

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*"Colored Cubes"* by Developmental Learning Materials, Vol. 11, No. 4 (July, 1983), p. 25.

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*"Duorama Sorting Tiles"* by Educational Teaching Aides, Vol. 11, No. 4 (July, 1983), p. 25.

*"Geoboards"* by Cuisenaire, Vol. 11, No. 4 (July, 1983), p. 25.

*"Numeral Peg Board, Jumbo Peg Board and Color Peg Board"* by Educational Teaching Aids, Vol. 11, No. 4 (July, 1983), p. 25.

*"Quiet Counters"* by Educational Teaching Aids, Vol. 11, No. 4 (July, 1983), p. 25.

*"Unifix Cubes"* by Didax, Inc., Vol. 11, No. 4 (July, 1983), p. 25.

*"What's Inside"* language activity cards by Developmental Learning Materials, Vol. 11, No. 3 (April, 1983), p. 26.

#### Public Policy

*"Public Policy Speaks,"* Vol. 11, No. 1 (Oct., 1983), p. 27.

#### Review of Research

*"Corporate Day Care,"* Mary T. Burke, Ph.D.; Bryan E. Robinson, Ph.D., Vol. 11, No. 4 (July, 1983), pp. 22-23.

*"Infant Bonding and Synchrony,"* Bryan E. Robinson, Ph.D.; Vol. 11, No. 3 (April, 1983), p. 25.

*"Stepfamilies and Relationships,"* Patsy Skeen, Ed.D.; Vol. 11, No. 2 (Jan., 1983), pp. 23-24.

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#### Alexander, Nancy P.

*"Science: An Early Childhood Adventure,"* Vol. 12, No. 3 (April, 1984), pp. 15-18, IDEAS!

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#### Ayers, Jerry B., & Ayers, Mary N.

*"Popcorn, Piaget and Science for Preschoolers,"* Vol. 12, No. 2 (Jan., 1984), pp. 4-6.

Activities for a science curriculum combining popcorn with Piaget's preoperational stage of development, emphasizing the skills of observation and classification.

#### Coghill, Nancy Taylor

*"Old Seasons — New Perspectives,"* Vol. 12, No. 1 (Oct., 1983), pp. 6-8.

Learning about the seasons through planned observations of changes, as well as activities.

#### Downes, Dorothy A.

*"Hepatitis A in Day Care Settings: Implications for Practice,"* Vol. 12, No. 1 (Oct., 1983), pp. 19-21.

A description of the general characteristics of hepatitis A and the connection between hygienic practices and prevention, as well as guidelines for management of hepatitis A in day care settings.

#### Finck, Barbara H., and Robertson, Gail

*"Provisioning Children's Centers,"* Vol. 12, No. 4 (July, 1984), pp. 15-18, IDEAS!

An age-specific plan for providing furnishings and toys in a day care center, based on the needs of children at each age group.

#### Goffin, Stacie G., & Tull, Claudia

*"Creating Possibilities for Problem Solving,"* Vol. 12, No. 2 (Jan., 1984), pp. 15-19, IDEAS!

A discussion of the value of problem solving activities in early childhood settings, including characteristics of good problem solving possibilities, teacher behavior and specific activities for babies through five-year-olds.

#### Henniger, Michael L.

*"Involving Parents Through Written Communication,"* Vol. 12, No. 4 (July, 1984), pp. 12-14.

How to use a variety of written communication methods to inform and involve parents in their children's school day.

#### Ladd, Gary W.

*"Promoting Children's Prosocial Behavior and Peer Relations in Early Childhood Classrooms: A Look at Four Teacher Roles,"* Vol. 12, No. 4 (July, 1984), pp. 6-11.

A review of four ways teachers can help children learn how to get along with others — as models, as shapers, as teachers and as planners.

#### Munroe, Joyce Huth

*"Steps to Salvaging A Working Relationship: Action Management,"* Vol. 12, No. 2 (Jan., 1984), pp. 7-10.

A description of action management in child care centers, including specific steps to be taken in an effort to assist in changing unacceptable behavior of staff members.

#### Norwood, Glenda R.

*"Schools Need Parent Power in the 80's,"* Vol. 12, No. 4 (July, 1984), pp. 4-5.

Working with parents to provide assistance in the classroom as well as out-of-classroom activities in an effort to enhance children's school experiences.

#### Rashid, Hakim M.

*"The Role of Case Studies in the Longitudinal Evaluation of Preschool Effects: Some Make It, Some Don't,"* Vol. 12, No. 2 (Jan., 1984), pp. 11-14.

A discussion of the value of using case studies in evaluating the effects of preschool on children; includes a description of one case study from the Ypsilanti Perry Preschool Project.

#### Robinson, Sandra L.

*"A Problem, A Reality and a Riddle: School Entrance Age,"* Vol. 12, No. 3 (April, 1984), pp. 13-14.

A review of school entrance requirements across the country with a recognition of the need for a more uniform policy, given today's mobile society.

#### Sample, Nancy G.

*"A Synthesis of Cognition and Affect: Outdoor Curriculum for the Preschooler,"* Vol. 12, No. 3 (April, 1984) pp. 4-7.

Using outdoor space and equipment to encourage discovery and experimentation in the curriculum areas of science/math, art and socio-dramatic play.

#### Sproatt, Rod H.

*"Developing a Positive Self-Concept in the Young Child,"* Vol. 12, No. 4 (July, 1984), pp. 19-20.

A review of the meaning of self-concept; some of the influencing factors; how it is related to learning; and the characteristics of self-concept activities.

#### Taylor, Sara D.

*"Teachers Make Curriculum Decisions,"* Vol. 12, No. 3 (April, 1984), pp. 20-22.

Development of curriculum through careful observation of children's selection of both structured and unstructured, open-ended materials.

#### Uhde, Anna P.

*"Socio-Dramatic Play: A Creative Experience,"* Vol. 12, No. 1 (Oct., 1983), pp. 15-18, IDEAS!

An explanation of dramatic play and its functions in a child's development, including activities for babies through five-year-olds.

#### Vartuli, Sue & McCall, Carolyn

*"Using Developmental Theories as Selection Guide: Literature for Young Children,"* Vol. 12, No. 3 (April, 1984), pp. 8-12.

Guidelines to selecting children's books based on Piaget's theory of cognitive development; Erikson's theory of social-emotional development; and general characteristics of young children.

#### Warner, Laverne and Chrisman, Kent

*"Teacher Roles in Disciplining Children,"* Vol. 12, No. 1 (Oct., 1983), pp. 9-11.

Effective classroom management through development of a positive self-concept, including discussion of characteristics of well-disciplined children, the teacher's role as communicator and the teacher's role as planner.

#### Wood, Janice

*"Enhancing the Young Child's Self-Concept,"* Vol. 12, No. 1 (Oct., 1983), pp. 12-14.

A discussion of the value of good self-concept in children and activities which promote development of a good self-concept.

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*"Enhancing the Young Child's Self-Concept,"* Janice Wood, Vol. 12, No. 1 (Oct., 1983), pp. 12-14.

*"Promoting Children's Prosocial Behavior and Peer Relations in Early Childhood Classrooms: A Look at Four Teacher Roles,"* Gary W. Ladd, Vol. 12, No. 4 (July, 1984), pp. 6-11.

*"Teacher Roles in Disciplining Children,"* Laverne Warner and Kent Chrisman, Vol. 12, No. 1 (Oct., 1983), pp. 9-11.

*"The Role of Case Studies in the Longitudinal Evaluation of Preschool Effects: Some Make It, Some Don't,"* Hakim M. Rashid, Vol. 12, No. 2 (Jan., 1984), pp. 11-14.

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 Garrety, M.; "The Peabody Ducks," Vol. 12, No. 3 (April, 1984), p. 23.  
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- Cataldo, Christine Z.; "Infant & Toddler Programs: A Guide to Very Early Education," Vol. 12, No. 2 (Jan., 1984), p. 26.  
 Chenfield, Mimi Brodsky; "Creative Activities for Young Children," Vol. 12, No. 3 (April, 1984), p. 26.  
 Crary, Elizabeth; "Without Spanking or Spolling: A Practical Approach to Toddler and Preschool Guidance," Vol. 12, No. 3 (April, 1984), p. 26.  
 Dushkin Publishing Group, Inc.; "Annual Editions: Early Childhood Education 83/84," Vol. 12, No. 1 (Oct., 1983), p. 23.  
 Krughoff, Gayle G. & Zerk, Edmund Leif; "Super Me, Super You," Vol. 12, No. 1 (Oct., 1983), p. 23.  
 Linder, Eileen W., Mattis, Mary C. & Rogers, June R.; "When Churches Mind the Children: A Study of Day Care in Local Parishes," Vol. 12, No. 4 (July, 1984), p. 21.

- Osborn, Janie D. & D. Kieth; "Cognition in Early Childhood," Vol. 12, No. 4 (July, 1984), p. 22.  
 Segal, Marilyn & Adcock, Don; "Just Pretending: Ways to Help Children Grow Through Imaginative Play," Vol. 12, No. 1 (Oct., 1983), p. 23.  
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 "Vari-Balance Board Set," by Childs/Play, Vol. 12, No. 4 (July, 1984), p. 21.

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- "Interagency Cooperation: The Sum is Greater Than Its Parts," by Hannah Meadors, Vol. 12, No. 3 (April, 1984), p. 29.  
 "The Status of Church-Related Day Care Licensing Exemption in Southern States: What Can Advocates Do?," by Mildred Dickerson, Vol. 12, No. 4 (July, 1984), p. 28, 30.

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- "Children of Divorce," by Patsy Skeen, Vol. 12, No. 2 (Jan., 1984), p. 22.  
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care and child care programs? It can, of course, but results will occur only through the consistent efforts of early childhood advocates. Asa Hilliard (1983) avers that early childhood educators know what quality child care is; they have just failed to adequately sell their knowledge to the consumer.

In summation, we recognize that child rearing systems, as Caldwell (1983) calls them, should provide a nurturing environment which meets the physical, intellectual, social and emotional needs of children. Concentrated efforts are needed to convince the public of the value of educating future citizens for the twenty-first cen-

tury through quality programming. This reason alone should spur individuals to become a recognizable professional entity which emphasizes the development of the children in its care. Some might say that the cause is a spiritual one.

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- Hohmann, M., Banet, B., & Weikart, D.P. (1979). Young Children in Action. Ypsilanti, Michigan: The High/Scope Press.  
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 Streets, D.T. (1982). Administering Day Care and Preschool Programs. Boston: Allyn and Bacon, Inc.  
 Swick, K.J., Brown, M.H. & Robinson, S.L. (1983). Toward Quality Environments for Young Children. Champaign, Illinois: Stipes Publishing Company.  
 Weikart, D.P. (1982). "Preschool — A Program That Works." A Filmstrip prepared by the High/Scope Educational Research Foundation in Ypsilanti, Michigan.

The Public Policy Committee of SACUS would like to include a Public Policy Report in each issue of DIMENSIONS. Individuals interested in submitting articles should contact Stacie G. Goffin, Public Policy Co-chair, Sullivan Hall, West Virginia College of Graduate Studies, Institute, West Virginia 25112.



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Activities for infants through five-year-olds which use nature to develop and strengthen children's use of science processes or skills.

**Coleman, Thomas M., Robinson, Bryan E., & Rowland, Bobbie H.**

*"Latchkey Children and Their Families," Vol. 13, No. 1 (Oct., 1984), pp. 23-24, (Review of Research).*

A review of recent studies documenting the growing number of children who care for themselves when they are not in school, while their parents work.

**Dyson, Anne H., and Genishi, Celia**

*"Nonstandard Dialects in Day Care," Vol. 13, No. 1 (Oct., 1984), pp. 6-9.*

An explanation, with examples, of how children acquire language and the importance of an environment which provides interesting things to do and talk about, as well as people who are interested in what young children have to say.

**Dyson, Anne H.**

*"Writing: A Basic for Young Children," Vol. 13, No. 3 (April, 1985), pp. 24-28, (from theme issue: Learning to Read).*

The importance of children's spontaneous writing as an effective way to learn about the forms and purposes of print; and ways of weaving print, and opportunities for its uses, through the school environment.

**Genishi, Celia**

*"Talking to Learn: The Child Takes Charge of Literacy," Vol. 13, No. 3 (April, 1985), pp. 9-11, (from theme issue: Learning to Read).*

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**Tipps, Steve, & Mann, Lynne**

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ters. Young parents, especially teenage parents and parents under stress, could become better informed about parenting skills and the techniques of quality time through such programs. Presently, several counties in Virginia have established Child Development Family Centers sponsored by the local social services agencies. Three mornings a week, parents bring their children to the center, and workshops such as parenting, child development

and family stress management are planned for parents while their children are cared for in the child care area. Ideally, such services should be available seven days a week to reach the greatest number of parents; however, these services provide a basis for building future programs.

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# IDEAS!

The Editorial Board of DIMENSIONS is seeking articles for the IDEAS! section on the following topics:

- Group Games and Cooperative Play
- Health Practices (teachers & children)
- Safety (environmental and practices)
- Using Musical Instruments
- Assessment Through Observation (developmental milestones)
- Fitness (wholistic approach)

Please submit an outline which briefly describes your approach to any of these topics. Outline should address: (1) Introduction, (2) Activities for: Babies, Toddlers, Twos; Threes, Fours; Fives, (3) Guidelines for Teachers, and (4) Materials for Growth (supplemental readings).

Send outlines to Kay C. Powers, Editor, DIMENSIONS, 16-1 Concord Square, Boston, MA 02118, or call for additional information at 617-267-6579.