

AGENDA
John Dewey Society Executive Board
April 28, 2017, 11 am - noon

1. Introduction to the Meeting. Thanks to members completing their three year terms at the close of the members meeting: Doris Santoro, Kurt Stemhagen, Sarah Stitzlein, and Terri Wilson. Announcement and Welcome to new Board members and new President-Elect.
2. The Roles and Duties of the Board of Directors.
 - a. Review of Bylaws article IV 1a and 3b.
 - b. Oversight and Care
 - c. Learning from Leadership
 - d. When New Board Members Take Office (By-laws article V b(3)).
3. Recess of Executive Board Meeting for Directors Meeting
 - a. Election of Board of Directors Chair for 2017-2018
4. Consent Items:
 - a. Report of Secretary Treasurer
 - b. Report of Student Working Group
 - c. Report of School and Society
 - d. Report of Education and Culture
5. Old Business
 - a. Kathleen Knight Abowitz: Democracy in Education Project
 - b. Dewey Studies Journal
 - c. John Dewey Lecture and Symposium. Review of issues: AERA program, declining participation, possible transfer to Dewey SIG and issues regarding bylaw article IV 2b (3)a.
6. New Business
 - a. Open availability of membership list with contact information.
 - b. Use of software package to manage membership

John Dewey Society Business Meeting
Friday April 28, 5:20 pm - 6:30 pm
 San Antonio Texas

Call to Order and Introduction of Board Members and Officers	2 minutes	
Approval of minutes from April 2016 meeting -	3	“
Election Results -	2	“
President’s Report – Leonard Waks	5	“
Financial Report – Jessica Heybach	10	“
Award Committee Report - Craig Cunningham	3	“
Membership and Communications Rob Karaba & Chuck Lowery	5	“
Graduate Student Liaison Report – Melissa Bradley	5	“
<i>Education and Culture</i> Report – David Granger	5	“
<i>School and Society</i> Report – Kyle Greenwalt	5	“
Social Media and <i>Social Issues</i> Report – Charles Lowery	5	“
Democracy in K-16: Opportunities for JDS - Kathleen Knight Abowitz	5	”
<i>Dewey Studies</i> Report Leonard Waks and Scott Johnston	5	“
New business items	5	“
Adjournment		

JOHN DEWEY SOCIETY 2017 JOURNAL EDITOR'S REPORT FOR E&C, David Granger,
granger@geneseo.edu

There have been twenty-six (26) new article manuscript submissions and four (4) new book review submissions since last April. That's down about 30% from last year. We've also had quite a few submissions that I have deemed not appropriate for the journal (i.e., not sufficiently scholarly or with little or no Dewey).

I would still very much like to publish sets of papers from conference special sessions, panels and symposia, and would actively encourage such submissions. (The last set of papers was published two issue ago--Spring 2016--and there are none currently in the pipeline.)

As always, these papers undergo the same review process as our regular manuscript submissions. I would also like to publish an article highlighting the history and work of the Dewey Center and the Society's need to do whatever we can to help maintain it.

--The acceptance rate for all submissions has dropped a little to about 30%.

--Please contact Co-Book Reviews Editors Eileen Johnson and/or Gonzalo Obelleiro if you know of any new or recent books that would be appropriate for review in Education & Culture/

After publishing a backlog of book reviews two issues ago, we are currently experiencing a bit of a drought.

--I am currently working with Liza Hagerman at PUP getting issue 33.1 ready for publication. It will include the following: Jeremiah Dyehouse and Krysten Manke "The Philosopher as Parent: John Dewey's Observations of his Children's Language Development and the Development of his Thinking about Communication"; Lance Mason "The Significance of Dewey's Democracy and Education for 21st Century Education"; Courtney Ferriter "Sidney Hook's Pragmatic Anti-Communism: Commitment to Democracy as Method"; Jeff Frank "Bound to the Mimetic or the Transformative? Considering Other Possibilities"; and Audrey Cohan and Charles Howlett "Global Conflicts Shattered World Peace: Dewey's Influence on Peace Educators and Practitioners."

Respectfully submitted

David Granger, Editor

REPORT - DEWEY STUDIES JOURNAL

Jared Kemling, Associate Editor

In the middle of October 2016, Len Waks appointed Scott Johnston, Paul Cherlin and me (Jared Kemling), as the "founding" editorial staff for a new journal - Dewey Studies - envisioned as a place for broad Dewey scholarship—mirroring similar publications for William James (*William James Studies*) and C.S. Peirce (*Transactions*).

Since that time, a great deal of work has gone into creating the journal and planning for the future, with our first issue planned for release this spring. A brief list of the work involved includes:

- Naming the journal, a process resulting in our final choice: *Dewey Studies*
- Designing and implementing a website to house the journal, including bringing JDS webmaster Zane Wubben onto the editorial staff to maintain the website content.
<http://www.johndeweyociety.org/dewey-studies/>
- Creating and implementing an "Editorial Board" and a "Review Board" of talented individuals to help oversee the journal and assist in the blind review process.
- Procuring a reviews editor, a position graciously filled by Daniel Brunson
- Reaching out to the Center for Dewey Studies and other relevant organizations for successful affiliation
- Establishing Submission Guidelines and Aims and Scope for the journal
- The creation and dispersal (through various channels) of a CFP announcing the journal
- Applying to the Library of Congress for an ISSN for the journal, and preparing to index the journal through several major indexers.
- Establishing protocols and workflows for the standard running of the journal, including procedures for data-basing and archiving incoming submissions and reviews.
- Creating a mock-up for the structure and aesthetic of the journal itself
- Deciding upon a three-issue per year system, with two "general" issues featuring blind reviewed articles, accompanied by one end of the year "yearbook" issue that will feature select proceedings from conferences, symposia, and panels conducted that year

Editorial Board:

Thomas Alexander (Southern Illinois University Carbondale)

Douglas Anderson (University of North Texas)

Randall Auxier (Southern Illinois University Carbondale)

Thomas Burke (University of South Carolina)

Vincent Colapietro (Pennsylvania State University)

Steven Fesmire (Green Mountain College)

Michael Festl (University of St. Gallen)

Marilyn Fischer (University of Dayton)

Roberto Frega (Marcel Mauss Institute at the CNRS)

Jim Garrison (Virginia Tech)

James Good (Lone Star College North Harris)

Larry Hickman (Southern Illinois University Carbondale)

David Hildebrand (University of Colorado Denver)

Alexander Kremer (University of Szeged)

John J. McDermott (Texas A&M)

Erin McKenna (University of Oregon)

William Myers (Birmingham-Southern College)
Stefan Neubert (University of Cologne)
Gregory Pappas (Texas A&M)
Scott Pratt (University of Oregon)
Charlene Haddock Seigfried (Purdue University)
John Shook (State University of New York at Buffalo)
Giuseppe Spadafora (University of Calabria)
Kenneth Stickers (Southern Illinois University Carbondale)
Shannon Sullivan (University of North Carolina Charlotte)
Dwayne Tunstall (Grand Valley State University)
Claudio Viale (National University of Cordoba)
Emil Višňovský (Comenius University)
Jennifer Welchman (University of Alberta)
Krystyna Wilkoszewska (Jagiellonian University)
Chen Yajun (Fudan University)

Review Board:

Marc M. Anderson (Independent Scholar)
Andreas Antic (University of Potsdam)
Jane Blanken-Webb (University of Illinois Urbana Champaign)
Juan Chindoy (Southern Illinois University Carbondale)
Matthew Donnelly (Southern Illinois University Carbondale)
Paul Fairfield (Queen's University)
Matthew Flamm (Rockford University)
John Flowers (Southern Illinois University Carbondale)
William Gaudelli (Teachers College, Columbia University)
Gary Herstein (Independent Scholar)
Emily Humbert (Southern Illinois University Carbondale)
Eli Kramer (Southern Illinois University Carbondale)
Cheongho Lee (Southern Illinois University Carbondale)
Lance Mason (Indiana University Kokomo)
Camille Pascal (Université Jean Moulin Lyon III)
John Shook (State University of New York at Buffalo)
Aaron Stoller (Colorado College)
Seth Vannatta (Morgan State University)
Anthony Voisard (University of Sherbrooke)
Eric Thomas Weber (University of Kentucky)
Terri Wilson (University of Colorado Boulder)
Just Serrano Zamorra (Goethe Universität Frankfurt am Main)
Jared Kemling Southern Illinois University Carbondale:

REPORT, EMERGING SCHOLAR WORKING GROUP (ESWG)

Eli Kramer, Emerging Scholar Liaison

The position of emerging scholar liaison (originally, the student liaison) was established to (1) increase emerging scholar membership in JDS; (2) increase emerging scholar participation in new initiatives in the society; (3) encourage and support emerging scholar participation in creating new avenues for the future of the society. With the establishment of the ESWG, I am happy to report we have been successful in our continued development of these goals. Building on the inauguration of the working group at the 2014 Annual Meeting, as well as the establishment of three \$250 Student Travel Stipends and a \$15 category for low-income and student membership, the ESWG has been working together regularly since April 2014.

I'm happy to report emerging scholar membership and participation has grown over the past few years, and we have an exciting and engaged group of ESWG members. Over the last three years, the ESWG has:

- Recruited new student members
- Significantly expanded the network of emerging scholars, through events, online communication, and academic opportunities.
- Helped coordinate a panel on Dewey, Higher Education, and Anti-Colonialism at the Graduate Student Conference in Philosophy and Education.
- Helped develop the new format for the Journal of School & Society. Many members are now on the editorial board of S&S.
- Helped develop the new journal Dewey Studies, the only journal solely devoted to Dewey's philosophy.
- Jared Kemling, the ESWG Publications Officer, has continued his work helping emerging scholars find publishing opportunities and editorial experience. He is also currently an associate editor of the Dewey Society Journals S&S and Dewey Studies.
- Initiated and organized the Dewey Through Generations panel at the annual meeting for 3 years.
- Helped prepare and coordinate the "Centennial Celebration of Dewey" Conference.
- Helped create and coordinate the Editors Roundtable Session at the annual meeting in 2016.

The ESWG would like to thank the general membership and Board of Directors for their continued support of emerging scholar participation in the Society. Please continue to see us as more than dues paying members: as people worthy of a continued investment of money and time. Thanks also go to immediate past president, Katherine Knight-Abowitz, President Waks, President Elect A.G. Rud, and Kyle Greenwalt, for their support and encouragement. Special thanks go to ESWG members Andreas Antic, Melissa Bradford, Emily Humbert, Jared Kemling, and Anthony Voisard for their contribution to developing an exciting new emerging scholar agenda in the John Dewey Society.

On a final note, once a new Emerging Scholar Liaison has been selected and trained, I will be stepping down from this position. I was the second liaison after Dr. Matt Ryg, and hope I have continued in his legacy to expand the society to new interests and inquiries. I'm grateful for the faith and support of the executive committee and the board. I look forward to continuing to participate in and support the John Dewey Society, especially at this critical juncture in our shared democratic life.

**REPORT, THE JOHN DEWEY SOCIETY EDUCATION AND
ACTION WORKING GROUP**

Update on activities 2016-2017

Report given at JDS annual meeting, April 2017, San Antonio, TX By:
Kathleen Knight Abowitz, JDS Past President (2015-2017)

- This group emerged out of activities and meetings associated with the Centennial commemorations launched by the Dewey Society in 2015 for *Democracy and Education*. Some of the authors attending the University of Illinois *Educational Theory* symposium in 2015 convened to work on a special issue for the centennial of Democracy and Education, decided to start crafting a statement that would gather JDS members and others to thinking about more public roles for scholars and scholarship in current times.
- That statement, “Democracy in Education: Crafting Vision, Policies and Strategies,” was co-authored by Harry Boyte (Augsberg College) and Kathleen Knight Abowitz (Miami Univ), with Deborah Meier in collaboration. It was later posted on the JDS Social Issues blog here: <http://deweycsi.blogspot.com/2016/03/democracy-in-education-crafting-vision.html>
- The statement was issued before the Centennial Conference in 2016 and the JDS Annual Meeting, and used to convene a meeting of interested JDS members and conference attendees. Around 15 people signed on to continue with the work after the conference. These folks included: Eli Kramer (Southern Illinois University), who would become a co-leader of the effort; Michael Glassman (Ohio State University); Eric Sheffield (Missouri State Univ); Jessica Heybach (Aurora Univ); Becky Smith (Univ of Central Florida); Mordechai Gordon (Quinnepeac Univ); Roudy Hildreth (Univ of Colorado – Boulder); Chris Higgins (Univ of Illinois – C-U); Sheron Fraser-Burgess (Ball State Univ); Aaron Schutz (Univ of Wisconsin- Milwaukee); Amy Shuffleton (Loyola Univ); Ben Fink (Univ of Minnesota); David Meens (Univ of Colorado – Boulder); Christine McCarthy (Univ of Iowa); Trygve Throntveit (Univ of Minnesota); Kathy Hytten (Univ of North Carolina – Greensboro).
- The initial discussions for this group at the Business meeting in April 2016 were to ask for some funds to support a ½ time graduate student to help accomplish the work, the group was asked to submit a formal proposal to the Board for consideration. We have not yet petitioned the Board for formal acknowledgment or funding.

For the past year the group has been meeting via phone once a month, from May 2016 to February 2017. We have accomplished the following:

1. Circulated the statement cited above, “Democracy in Education: Crafting Vision, Policies and Strategies,” to similar philosophy of education organizations in fall 2016 to share ideas and get feedback for strategies. Ohio Valley Philosophy of Education society was one of these.
2. Generated overall themes of potential work:
 - a. making our work in higher ed more democratic;
 - b. public scholarship and theory-building;

- c. vocations: how to cultivate, support and position new models of work;
 - d. colleges and schools as civic sites;
 - e. education and politics: how do we intervene in elections with a citizen-centered view, and how do we develop and advance policies for democracy in education?
3. Formed working groups around the themes and based in geographic regions to facilitate work on more regional issues if possible.
 4. Wrote and issued the statement, “Educators for a Democratic Way of Life,” to state commitments and aims of the group, and to solicit partnering groups with which to collaborate. Available on our space allotted on the JDS website:
<http://www.johndeweyociety.org/announcements-2/democracy-in-education-initiative/>
 5. The Vocations working group (Eli Kramer, Ben Fink, John Schwarz, Harry Boyte) developed a mission statement for their work. The statement discusses the role of public intellectuals and the current conditions in higher education that make these roles challenging at best. The group states its interest in challenging these conditions. The statement is posted here:
<http://www.johndeweyociety.org/wp-content/uploads/2016/09/Democracy-in-Education-Initiative-VWG-Statement.pdf>
 6. The Working Group brainstormed, with *Thresholds in Education* editors Eric Sheffield and Jessica Heybach, a special issue for that journal called “The Illinois Problem: Responding to the Attack on Public Education.” This idea came out of our discussions and the fact that so many of our JDS membership are affiliated with Illinois colleges & educational institutions. The Call for Papers can be found here:
<https://academyforeducationalstudies.org/journals/thresholds/thresholds-in-education-the-me-issue-calls-for-papers/>
 7. The Working Group decided to issue a formal response to the National Academy of Scholars’ report, *The New Civics* (January 2017). The report contains various misstatements and problematic characterizations of civics education and learning. This response has been drafted by member Roudy Hildreth and will be the focus of our Annual Meeting session on Friday, 4/28 at 9 am.
 8. Plans for this group’s future are uncertain. Without formal support, our activities are difficult to sustain. We have generated many ideas, but our core group of supporters has fallen in number to a core group of about 5-8 regular members who attend the monthly phone conferences.
 9. The group would welcome an infusion of some new members and energies for new projects, including collaborative efforts with teacher organizations or other professional educational or scholarly groups.

REPORT, JOURNAL OF SCHOOL & SOCIETY

Kyle Greenwalt (Michigan State University), Editor

April 27 - 28, 2017

San Antonio, Texas

Dear Members of the Board:

On behalf of my associate editors, Jared Kemling (Southern Illinois University) and Zane Wubbena (Texas State University), let me thank you for the continued opportunity to build and lead our practitioner journal, the Journal of School & Society.

The Journal of School & Society seeks to position itself as speaking to all those interested in the place and function of education in a democratic society—to academics, certainly, but even more so to public school teachers, to parents, and to community and labor activists. To that end, we actively seek to highlight voices from diverse constituencies. We seek to be a journal of intelligent practice for creative and justice-oriented practitioners.

Since I took over the editorship in September of 2015, we have put out two issues per year. Issue 3.1 was on the future of vocational education. Issue 3.2 was on grit and hope. Issue 4.1, which was guest edited by Keith Benson (Rutgers University), was on urban educators as community advocates. I am projecting issue 4.2 to be on school and community practices that resist the neo-liberal values of competition, consumerism and hierarchy.

Since I took over the editorship, we have continued to build a stylistic profile for the journal and for the journal website. Currently, we are looking to obtain an ISSN number and to start collecting basic information on impact and reach.

As an editor, I have particularly keen to make the journal an educative and inclusive learning space. I target and support first-time writers, particularly, teachers, providing them extensive feedback on their writing. I have assembled a graduate student team of editors, who help me in this work of recruiting and supporting writers. Special thanks to these board members:

- Eli Kramer (SIU)
- Melissa Bradford (DePaul)
- Paul Cherlin (SIU)
- Matt Donnelly (SIU)
- Nassim Noroozi (University of Tehran, Iran)

John Branch (Stephen F. Austin)

- Nola Schmidt (Stephen F. Austin)
- Anthony Voisard (Sherbrooke University, Quebec)
- Lixin Zheng (Temple University)
- Just Serrano Zamora (Goethe University Frankfurt am Main)

I would also like to thank the Board of Advisers, who help promote the issues as they come out and lend the journal an aura of gravitas:

- Amy Shuffelton (Loyola University of Chicago)
- Sarah Stitzlein (University of Cincinnati)
- Kathleen Knight-Abowitz (Miami University of Ohio)

- Terri Wilson (University of Colorado)
- Doris Santoro (Bowdoin College)
- Margaret Latta (The University of British Columbia Okanagan)
- Steven Fesmire (Green Mountain College)
- Douglas Simpson (Texas Tech University)
- James Garrison (Virginia Tech)
- Gert Biesta (University of Luxembourg)
- Len Waks (Temple University)

Particular thanks to Sarah Stitzlein for helping me frame the grit and hope issue, for contributing to it, and for steering a whole host of writers in my direction. I also wish to thank Doris Santoro for putting me in touch with Keith Benson, who did an amazing job assembling the writers for issue 4.1.

I welcome your feedback, suggestions and ideas.
Kyle