

Updated: Thursday, March 27, 2016

John Dewey Society The Centennial Conference on Democracy and Education

The John Dewey Society gratefully acknowledges generous support
from the Spencer Foundation for the Centennial Conference

April 7-8, 2016

Thursday, April 7

**The Thurgood Marshall Center for Service and Heritage
1816 12th St NW, Washington, DC 20009
(See map at end)**

9:00am-9:30am

Welcome/Opening General Session

Gym

Leonard Waks, JDS President and Conference Director

AG Rud, JDS President Elect and Program Director

9:30am-10:45am Concurrent Session 1

Gym

Interactive Symposium, Sponsored by AERA Division B

**Revolutionizing and Decolonizing “Democracy” in Transcultural Contexts:
Reflections on East/West Dialogues**

Six international scholars share their reflections on revolutionizing and decolonizing “democracy” in transcultural contexts. They contend that education in the present and future requires a deep and relational understanding of how diverse publics educate from the bottom up. Specifically problematizing differences between U.S. political democracy (often critiqued internationally) and John Dewey’s ideal envisioned in *Democracy and Education*, they explore the histories and present instantiations of “democracy” in the works of John Dewey (1859-1952), Confucius (551-479 B.C.), Mahatma Gandhi (1869-1948), Ki Hadjar Dewantara (1889-1959), Tsunesaburo Makiguchi (1871-1944), Daisaku Ikeda (1928-), Weiming Tu (1940-), and Rodolfo Kusch (1922-1979). They consider convergences and divergences of “democratic education” as curriculum as it is differently practiced and articulated sociopolitically, culturally, temporally, and geographically.

William Schubert, University of Illinois, Chicago

Namrata Sharma, Independent Scholar

Ming Fang He, Georgia Southern University
Gonzalo Obelleiro, DePaul University
Dinny Risri Aletheiani, Yale University & Arizona State University
Jason Goulah, DePaul University
Discussant: Jim Garrison, Virginia Polytechnic Institute and State University
Chair: Isabel Nuñez, Concordia University Chicago

Room 1

Presentation: What the #FergusonSyllabus Taught Me about Teaching Marcia Chatelain, Georgetown University

Marcia Chatelain is associate professor of history at Georgetown University. She writes and teaches about African-American migration, women's and girls' history, and race and food. In her talk she will discuss her experience using social media to organize educators in a response to the crisis in Ferguson, Missouri in 2014. Chatelain will focus explicitly on the ways college professors can support the goals of the K-12 community. By focusing on the bonds among educators, she will encourage bridge building across various divides.

Room 2

Public Philosophy Workshop: Following Dewey's Example Today Eric Weber, University of Mississippi Steven Fesmire, Green Mountain College

Eric Weber is associate professor of Public Policy Leadership and affiliated faculty member in the School of Law and Department of Philosophy at the University of Mississippi, and contributing columnist for *The Clarion Ledger* of Jackson, MS, and for *The Prindle Post* at the Prindle Institute for Ethics. He is the author of *Democracy and Leadership: On Pragmatism and Virtue* (Lexington Books, 2013) and *Uniting Mississippi: Democracy and Leadership in the South* (University of Mississippi Press, 2015).

Steven Fesmire is Professor of Philosophy and Environmental Studies at Green Mountain College in Vermont. He is the author of *Dewey* (Routledge Press, 2015) and *John Dewey and Moral Imagination: Pragmatism in Ethics* (Indiana University Press, 2003), winner of a 2005 Choice 'Outstanding Academic Title' award. He is editor of the *Oxford Handbook of Dewey* (Oxford University Press, forthcoming 2017). Steve frequently writes op ed pieces for periodicals, and facilitates philosophy cafes in Poultney Vermont.

11:00am-12:15pm Keynote General Session 1

Gym

Creating Schools for Democracy Deborah Meier

Deborah Meier is currently senior scholar at New York University's Steinhardt School of Education. She has spent more than four decades working in public education as a teacher, principal, writer, advocate, and ranks among the most acclaimed leaders of the school reform movement in the U.S. After graduating from the U of Chicago, she worked in the 1960s as a Kindergarten teacher in Central Harlem. For the next 20 years, Meier helped revitalize public schools in New York City's East Harlem District 4. In 1974, she founded Central Park Elementary School (CPE I), a highly successful public school of choice that served predominantly local African American and Hispanic families. During the next dozen years, Meier opened two other Central Park elementary schools in District 4 as well as an acclaimed secondary school, while also supporting and directing the development of similar schools throughout NYC. In 1995 she moved to Boston to start Mission Hill, a K-8 school that was part of a network Meier created that helped initiate new small schools in NYC and Boston. She also helped found the Coalition of Essential Schools, in the 1980s, under the leadership of Ted Sizer. At Coalition schools, Meier helped foster democratic community, giving teachers greater autonomy in the running of a school, giving parents a voice in what happens to their children in schools. She is a leading proponent of active, project-based learning, and the author of many books and articles, including *The Power of Their Ideas*, *Lessons to America from a Small School in Harlem*, and *In Schools we Trust*. She is on the editorial board of *The Nation*, *The Harvard Education Letter*, and *Dissent* magazines. In 1987 she received a MacArthur 'genius' Award for her work in public education.

12:30pm-1:45pm Roundtable and Poster Session

Gym

Box Lunch Provided

Roundtables

Roundtable 1

Beyond learning to learn? On Democracy and Education and "Dewey's Modern Authority"
Stefano Oliverio, University of Naples

"Democracy and the Industrial Imagination in American Education" (The Living Ideas in *D&E*)

Steven Fesmire, Green Mountain College

Connected Learning: Technologies for Democracy and Education in the 21st Century
Craig Cunningham, National-Louis University

Roundtable 2

Reconstructing the educational discourse in and through *Democracy and Education*
Maura Striano, University of Naples

Community (Re)Making: Mindful Curricular Enactment's Democratic Modes of Being

Margaret Macintyre Latta & Leyton Schnellert, University of British Columbia Okanagan;
Kim Ondrik & Murray Sasges Vernon Community School

Democracy and Education as a primary text for an Educational Psychology course?
Ron Sheese and Grace Xinfu Zhang, York University, Toronto

Roundtable 3

Celebrating Dewey: Remembering Historical Contributions and Imagining New
Possibilities for Curriculum Development
Daniel Castner, Bellarmine University

The Enduring Significance of Dewey's *Democracy & Education* for 21st Century Education
Lance Mason, Indiana University – Kokomo

Growth into Citizenship: John Dewey's Philosophy and Pluralist Contexts in East Africa
Jane Blanken-Webb and Katariina Holma, University of Eastern Finland

Roundtable 4

Democracy and Education in the 21st century: Interest as web of trails
Michael Glassman, The Ohio State University

Deepening Democracy, Re-envisioning Public Education: Four Pathways towards
Engaging a Broad and Diverse 'Public'
Ruthanne Kurth-Schai, Macalester College

Designing a Dewey School for 2016
David Nicholson and students, Stevenson University

Roundtable 5

A Pragmatic Approach to Utopia
Barbara Morgan-Fleming, Texas Tech University

Championing Deweyan and Freirean Education in an Ideologically Social Efficiency
Educational Climate
Elena Venegas, Baylor University

Can Dewey's Pedagogy Be Realized Through Competency-Based Education?
Jessica Horohov, University of Kentucky

Deweyan Democracy and Schools: Why Hasn't It Happened? How Would Dewey the
Pragmatist Respond Today?
Aaron Schutz, University of Wisconsin – Milwaukee

Posters

The soul of democracy: taking Dewey's invitation for a step back
Priscila Carmargo-Ramallo, Teachers College, Columbia University

Dewey and the Undergraduate Scholar. Experimentations with Comic Books, Art, School Kids, Graphic Novels, Parties, and much more.

Poster one will highlight the work of undergraduates in an "Introduction to Philosophy" course where John Dewey's *Art as Experience* establishes a framework for discussing contemporary graphic memoirs as examples of aesthetically captured experiences that reflect upon the "nature quality of [our] civilization."

Poster two will describe the creative collaborative process between a faculty member and a student in creating a philosophy comic, and how it reflects a Deweyan approach to creative philosophical pedagogy.

Poster three will explore applications and interpretations of students first hand experiences in k-12 settings (as a common core math intern, or as student teacher, or as student) in light of Dewey's philosophy of education.

Poster four will revolve around the experience of organizing a Philosophy Party for a second grade class from the local elementary school in the context of a "Philosophy of Education" course revolving around J. Dewey's *Child and Curriculum* and *Democracy and Education*.

Cristina Cammarano and Timothy Stock and students, Salisbury University

**Curriculum Ideology Balance for a Critical Learner Centered Environment (CLCE):
Recitation and Self-Activity**

Aaron Griffen, Sierra High School, Colorado Springs, Colorado

100 years of *Democracy and Education* in China

Grace Xinfu Zhang and Ron Sheese, York University, Toronto

2:00pm-3:15pm Concurrent Session 2

Gym

Panel, Sponsored by AERA Division G

The Power in Dewey: Considerations of Race, Economics and Engagement

This session considers the question: How is Dewey relevant today? The five papers draw on Dewey to complicate and extend his ideas about democratic education for today's context. In the first paper, Timothy J. Lensmire explores the ways Dewey reproduced white supremacy and provided resources to take action against it. Next, Dana Mitra examines possibilities for student voice within the constraints of a culture of accountability. In the third paper, Brian Lozenski draws on Dewey's notion of "psychologizing the curriculum" to make linkages to youth participatory action research. Jessica Shiller then explicates the struggles of students, parents, and teachers in Baltimore, Chicago, and Seattle to participate and gain more power in schools. Lastly, Anand Marri draws on Dewey's notion of "romanticism of business" to theorize the ways in which economic literacy may allow schools to examine the assumptions and biases of democracy in the United States.

Dewey and White Supremacy

Timothy J. Lensmire, University of Minnesota

Democracy requires voice: Enabling young people to make a difference

Dana Mitra, Ph.D., Penn State University

What we are about: The development of researcher positionality toward educative meaning for black youth

Brian D. Lozenski, Macalester College

Power, democracy, and the struggle over urban schools: How is Dewey relevant today?

Jessica Shiller, Towson University

Looking behind the curtain: Using an economic lens to promote an active and engaged citizenry and a more equitable democracy

Anand Marri, Teachers College, Columbia University

Room 1

Journal Session: *Teacher Education and Practice*

Teacher Education for a Democratic Society: Dewey's *Democracy and Education* Revisited

***Democracy and Education* Revisited: Dewey's Legacy for Democratizing Teacher Education in an Era of Neoliberalism**

Patrick M. Jenlink (Organizer)

Stephen F. Austin State University

There is Honor Among Thieves: (Re)teaching Dewey's Democratic Ideal in the Neoliberal Era

Mary Catherine Breen
Stephen F. Austin State University

Preparing Teachers for Democratic Schooling: The Potential (and Pitfalls) of Recent Trends in Teacher Preparation

Donna Breault
Missouri State University

Dewey and Democracy, and the Question of the Experience, Engagement and Perceptions of Pre-service Teachers: Examining the Neoliberal Context in Relation to the Influence of Non-formal Education on Formal Education

Paul R. Carr
Université du Québec en Outaouais

Dewey's Conception of Growth in *Democracy and Education*: Supporting Teacher Growth, Problem Solving Together

Cara Furman
University of Maine, Farmington

Dewey's Educational Values for Teacher Practice in the 21st Century

Charles L. Lowery
Ohio University

Dewey's *The Nature of Method* and *The Nature of Subject Matter* as Applied to Teacher Development and Curricular Understanding

Chance Mays
Mt. Enterprise Independent School District

Dewey, Democracy, and Teacher Education: What do people in a democracy need to learn and how do teachers need to be educated?

Elizabeth Meadows
Roosevelt University

Democracy and Education and Reconstructing Teacher Education so Experience Matters

Peter Nelsen
Appalachian State University

Democracy for All? John Dewey, Teacher Education, and Young Children with Disabilities

Leigh M. O'Brien
State University of New York at Geneseo

From a Pedagogical/Teaching Community to a Democratic One Borrowing from Dewey: Theory and Practice related to an Education for Democracy Movement

Gina Thésée
University of Quebec à Montreal

Room 2

Journal session: *Journal of Curriculum Studies*

Rethinking John Dewey's *Democracy and Education* on its Centennial

The Peculiar Status of *Democracy and Education*

Robert Boostrom, University of Southern Indiana

On Moral Education Through Deliberative Communication

Tomas Englund, Örebro University, Sweden

Exploring an East-West Epistemological Convergence of Embodied Democracy through Cultural Humanism in Confucius-Makiguchi-Dewey

Ming Fang He, Georgia Southern University

Rethinking Dewey's Democracy: Shifting from a Process of Participation to an Institution of Association

Lynda Stone, The University of North Carolina – Chapel Hill

The Importance of Cultivating Democratic Habits in Schools: Enduring Lessons from Democracy and Education

Carmen James, Teachers College, Columbia University

3:30pm-4:45pm Concurrent Session 3

Gym

Workshop: Ethics, Aims, and the Political Classroom

One of Dewey's great contributions to educational theory is to articulate the importance of connecting the activities of teaching and learning to aims. Clarity about aims helps us to “act with meaning” and make professional judgments in the classroom. In this interactive session, Diana Hess and Paula McAvoy will use data from the Discussing Controversial Issues study to set up a case study of two moments in a high school classroom in need of professional judgement. Attendees will learn about the evidence and context of the case and our articulation of the aims of “the political classroom.” Participants will then be given time to discuss the dilemmas in small groups. In the last part of the session, two panelists (one teacher from the DC area and one philosopher of education) will discuss their thoughts about the case and engage in a discussion with the audience. The materials used in this session will be made available so that others can use the case in their foundations courses.

Paula McAvoy, Center for Ethics & Education, University of Wisconsin - Madison

Diana Hess, Center for Ethics & Education, University of Wisconsin - Madison

Ayo Magwood, Maret School

Terri Wilson, School of Education, University of Colorado - Boulder

Room 1

Workshop: Dewey and Philosophy for Children

Megan Laverty, Teachers College, Columbia University

Maughn Gregory, Montclair State University

Room 2

Panel: Dewey's Democracy and Education in the Classroom

Combining the Personal and the Historical

Jon Acheson

Park School of Baltimore

The centennial of the publication of John Dewey's *Democracy in Education* (1916) renews a commitment to classroom practices that engage students and teachers of history in the examination of how personal lives and personal interests are connected to larger forces at work in society. Whether one is 16 or 60 years of age, the examination of self and how one's own personal interests and story is situated within larger historical processes is an essential method of centering the teaching of history directly within the principles of progressive education. The main task in the study of modern history should allow adolescents, who are often just arriving at the capacity to be deeply reflective about the trajectory of their own lives and interests, a space to examine and articulate who they are and how their own lives have been shaped by modern forces at play for at least the last 200 years.

Teaching Mathematics with Democracy in Mind

Marshall Gordon

Park School of Baltimore

Dewey's *Democracy and Education* makes eminently clear the qualities associated with being a valued citizen of a democratic society should inform the classroom experience. In that direction, mathematics teacher presentations become secondary to student investigations where assumptions, definitions, and procedures traditionally presented as givens become the products of student engagement, imagination and discussion. Toward promoting and fostering student agency, mathematical habits of mind – the “tools of the trade” of the mathematics community with regard to solving problems, come to be seen as instrumental to furthering thoughtful inquiry. As well, explorations with multiple entry points and varied extensions are offered so all students can be appreciated for their dedicated energies and efforts in the collaborative learning experience.

'An Ounce of Experience': Connecting the World to Student Learning

Patti Porcarelli

Park School of Baltimore

“The most significant question which can be asked, accordingly, about any situation or experience proposed to induce learning is what quality of problem it involves... But it is indispensable to discriminate between genuine and simulated or mock problems.” (*Democracy and Education*, 154-155)

John Dewey's writing on the relationship between thinking and experiences has influenced the design of my English electives and the practice in my classroom. Inspired by his argument that curriculum must connect questions and materials to real-world experiences, I start with a big idea/problem, one that seems almost out of reach for students, and ask them to wrestle with it. Poverty in American and Literature of Social Justice are courses that ask students to bring their

personal views and understandings to a daunting problem, to evaluate approaches that others take to solving the issues, and to extend their learning by offering their own solutions. This approach demands from students active engagement with the materials, flexibility in their thinking, and connections across disciplines. In short, these electives fulfill a central assertion of Dewey: “When an activity is continued into the undergoing consequences, when the change made by action is reflected back into a change made in us, the mere flux is loaded with significance. We learn something.” (139)

On the Virtues of Naiveté

Lou Rosenblatt

Park School of Baltimore (Retired)

In *Democracy & Education* Dewey favors the ‘psychological’ method, which begins with the experience of the student, over the logical method. This judgement is linked to the practice of framing study with naïve questions which engage student sensibilities. We consider two examples in science: “Are rocks alive?” a teacher asked a 3rd-grade class. And, for high school students: It is one thing to invent the idea of the atom; humans have invented all sorts of notions. But how could the atom have been discovered when it cannot even be seen?

Library

Journal session: *Educational Theory*

Democracy and Education and the Curriculum Wars

“Reconstructing Social Justice Education: Critical Pedagogy and Deweyan Democratic Education”

Peter Nelsen, Appalachian State University

“Deweyan Democratic Agency and School Math: Beyond Constructivism and Critique”

Kurt Stenhagen, Virginia Commonwealth University

“Democratizing Children’s Computation: Learning Computational Science as Aesthetic Experience”

Amy Voss Farris, Vanderbilt University

Pratim Sengupta, University of Calgary

Leonard J. Waks, Temple University, Chair

5:00pm-6:15pm Concurrent Session 4

Gym

Panel: Dewey and Issues-Centered Education

Walter Parker, University of Washington

Nel Noddings, Teachers College, Columbia University

Ronald Evans, San Diego State University

Diana Hess, University of Wisconsin – Madison

William Gaudelli, Teachers College, Columbia University

Gregg Jorgensen, Western Illinois University, moderator

The panel will share their ideas and thoughts—and ad hoc comments—on John Dewey’s potential impact on education a century after the publication of his seminal work.

Is Democracy and Education more relevant today than ever?

Join us for this lively panel discussion to be wrapped up with time for questions from the audience. This session will highlight John Dewey’s ideas and ideals from the perspective of some of CUFA/NCSS’s most distinguished scholars.

Room 1

Interactive Symposium, Sponsored by AERA Division B

Education for a Democratic and Diverse Public: Toward a Praxis of Ikedean Dialogue for Value Creation and Harmonious Coexistence

On the occasion of his 90th birthday, John Dewey stated, “Democracy begins in conversation” (Fesmire, 2014, p. 172). For a diverse democracy to thrive and true mutual understanding to prevail, it must be rooted in dialogue and fostered through education. As Japanese Buddhist philosopher and author Daisaku Ikeda (2007) writes, now is the time to spread dialogue that “enables all members of the human family to understand and appreciate each other...to learn from our diversity...dialogue that inspires the courage we need to move forward together” (p. 4) In response to the call of action to public scholarship for diverse democracies, we raise our voices in/for dialogue to advocate for student agency and teacher empowerment. In this session we seek to explore confluences and divergences in our various perspectives for democratic education through dialogic encounters with Ikeda and various contemporary liberatory thinkers.

Melissa Bradford, DePaul University

Tameka Carter-Richardson, DePaul University

Rhonda Stern, DePaul University

Kendrick Johnson, DePaul University

Discussant: William Ayers, Former Division B VP, Deinstitutionalized Activist/Scholar

Chair: Pamela Konkol, Concordia University Chicago

Room 2

Panel: Learning from Youth Participatory Action Research How to Facilitate Democratic Education (Urban Research Based Action Network)

The authors together illuminate the possibilities in and out of schools for engaging youth as community based researchers and activists. In these studies, youth tackle YPAR in a variety of programmatic designs. Each setting illuminates the inquiries students were able to sustain, their textual analysis processes, and the specific forms of advocacy and change youth pursued. Through YPAR instructional designs, youth gain practice in innovating and enacting research that reflects their questions, identity needs, perspectives, and that aligns with their literacies. These YPAR instructional designs reveal the dynamic, youth-centered and community-focused world schools in these times could be offering our youth. These studies provide important contrasts to top-down and narrowed literacy instruction in the midst of current educational reforms.

Building Sociopolitical Analysis Skills Through Participatory Action Research
Dana Wright
Connecticut College

Examples of students' experiences in learning climate science: A YPAR guide for science teachers
Deb Morrison
TREE Educational Services

The Role of Ethnodrama/Drama in Youth-led Organizing and Data Analysis
Sarah Hobson
SUNY Cortland

Minority youth responses to the lack of diversity in selective enrollment high schools in the south
Sophia Rodriguez
College of Charleston

The Social Justice Education Project: Transforming Second Sight into Critical Consciousness through YPAR
Julio Cammarota. Iowa State University

Library

Journal session: *Educational Philosophy and Theory: Dewey's Democracy and Education in an Era of Globalization*

Empathy and Imagination in Education
Andrea English, University of Edinburgh

Why Should Scholars Keep Coming Back to John Dewey?
Mordechai Gordon, Quinnipiac University

Globalization, Democracy, and Social Movements: Activism as the Point
Kathy Hytten, University of North Carolina – Greensboro

Complexity and Reductionism in Educational Philosophy – John Dewey’s Critical Approach in “Democracy and Education” Reconsidered
Jim Garrison, Virginia Polytechnic Institute and State University

6:30pm-7:30pm Wine and Cheese Reception
Gym

Friday, April 8
Hotel TBA, where the JDS meeting will occur, starting at 12:30

8:00am-9:15am Concurrent Session 5

JDS Room
Panel, Sponsored by the AERA Dewey Studies SIG
Centennial Reflections

Deron Boyles, Georgia State University
Jim Garrison, Virginia Polytechnic Institute and State University
William Wraga, University of Georgia
Peter Hlebowitsh, University of Alabama
Discussant: Craig Cunningham, National-Louis University
Chair Susan Meyer, Independent Scholar

JDS Alt Room
Presentation/Workshop: Dewey and the Role of the Arts in Education and Culture
Jeff Poulin, Americans for the Arts

This session will explore Dewey’s influence upon the work of Elliot Eisner and the development of aesthetic education, especially as it was taken into teacher (certified or teaching artist) preparation through institutions like Lincoln Center. Additionally, this can be traced to 11 core features of the new ESEA reauthorizing act, ESSA, which specifically mention the arts.

9:30am-10:45am Concurrent Session 6

JDS Room
Panel, Sponsored by AERA Division F
Democracy and Education in History and Social Studies Education
(Democracy and Education refers to the concept writ large and is not italicized)

Wayne Urban, Moderator
University of Alabama

Sharon Pierson
"Lab High: Where "New Ideas" Meet Encouragement"
Ramapo College

Theodore Christou
"Dewey and the Institute of Child Study, Toronto"
Queen's University, Ontario

Benjamin M. Jacobs
George Washington University
"*Democracy and Education as a Founding Document for Social Studies*"

Craig Kridel
University of South Carolina
"Dewey: Historic Film Footage"

Discussant: Susan F. Semel
The City College of New York

JDS Alt Room

Panel, Sponsored by AERA Philosophical Studies of Education SIG

Agency and Activism: Reframing Teaching through Dewey's *Democracy and Education*

"First Among Equals": The Roles of Teachers in Educational Publics"

Kathleen Knight Abowitz, Miami University

Building capacities for parents and communities to become more involved in the governance of their public schools raises a number of conflicts for those advocating greater teacher professionalism. This paper discusses the tensions between democratic governance and some conceptions of both teacher professionalism and teacher activism. The paper articulates a rationale for viewing teachers as "first among equals" (Strike 1993) in the deliberation and decision-making processes of public education.

"The Politics of Civic Agency and Education for Democracy"

Harry Boyte, Augsburg College

Margaret Finders, Augsburg College

This paper will describe and reflect on the civic and political innovations in the Department of Education at Augsburg College, where all faculty are learning political skills and civic agency theory with the aim of preparing students as "citizen teachers" who are effective agents of change.

"Using Dewey to Support Agency and Activism in Teachers"

Sarah M. Stitzlein, University of Cincinnati

This paper explores how teachers can work together to use Deweyan strategies to form small publics

that can better support teacher agency and activism, especially as teachers engage in dissenting actions against testing, new curriculum, and other contentious elements of schooling in the accountability era.

“Teacher Intelligence in the Face of Fidelity”

Doris A. Santoro, Bowdoin College

Fidelity of instruction” is market-based reform's doublespeak for teacher compliance that is incompatible with democracy and education. The author argues that John Dewey’s philosophy provides conceptual resources to reframe some teacher infidelity as intelligent response -- the moral agency required for pedagogical responsibility.

Session Chair: Terri S. Wilson, University of Colorado - Boulder

11:00am-12:20pm Keynote General Session 2

JDS Room

Dewey Lives! Big Picture, the Met, and College Unbound
Dennis Littky, Big Picture Learning and College Unbound
John Dewey Society Lifetime Achievement Award Winner

We Were the Lucky Ones: Students from the Progressive Schools of the 1930s
Speak Out

Jane Roland Martin, Emerita, University of Massachusetts
John Dewey Society Lifetime Achievement Award Winner

12:20pm The Centennial Conference ends

12:30pm John Dewey Society Annual Meeting begins

JDS Room

Acknowledgements

The Centennial Conference is co-sponsored by the following organizations: AERA Division B, AERA Division F, AERA Division G, AERA Dewey Studies SIG, and the AERA Philosophical Studies SIG. In particular we thank these individuals from our co-sponsors and affiliated groups: Donna Breault, Gregg Jorgensen, Pamela Konkol, Elizabeth Moje, Isabel Nuñez, Susan Semel, Wayne Urban, Bryan Warnick, and Terri Wilson.

The following individuals took the lead in developing parts of this program: Michele Moses (program sessions) and Katherine Jo (journal sessions). Shannon Gleason assisted with final editing. Finally, we thank Paula McAvoy for guidance in preparing our grant to the Spencer Foundation.



**April 7 First Day
Location:** The
Thurgood Marshall

Center for Service and
Heritage is located at 1816
12th Street between “S”
and “T” Streets in
Northwest Washington,
D.C., just a few blocks from
the U Street – African-
American Civil War
Museum -- Cardozo Metro
Station (Green and Yellow
Lines).

