

Contributing Authors

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Marie Byrd-Blake is an assistant professor in the Department of Childhood Education and Literacy Studies, University of South Florida, Sarasota-Manatee. Marie's background is in urban school education with 15 years of service in the Miami Dade County Public Schools as a teacher, curriculum specialist, and administrator.

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William C. Frick is assistant professor in the Department of Educational Leadership and Policy Studies, College of Education, University of Oklahoma. He holds a Ph.D. from The Pennsylvania State University in Educational Theory and Policy. His research interests include valuation, ethics, and moral school leadership practices; school and community revitalization; and education reform.

Jim Garrison is a professor of philosophy of education, Virginia Tech, Blacksburg, Virginia. He is a past-president of the Philosophy of Education Society as well as the John Dewey Society. Jim has recently received the Scholarly Achievement Award from the Institute of Oriental Philosophy. His most recent book, co-edited with A. G. Rud and Lynda Stone, is *John Dewey at One Hundred-Fifty: Reflections for a New Century*.

Gary W. Houchens, a former teacher, principal, and school district administrator, is an associate professor in the Department of Educational Administration, Leadership, & Research at Western Kentucky University, Bowling Green, Kentucky. His research interests include protocols for enhancing reflective practice among school administrators and using personality typing systems such as the Enneagram to enhance leadership effectiveness.

John W. Hunt is an assistant professor in the Educational Leadership Department, Southern Illinois University Edwardsville. He served as a teacher, principal, and superintendent for 34 years before joining SIUE in 2005. His research interests are urban education, No Child Left Behind, and post-Civil War African-American schooling.

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Sally McMillan is an associate professor in Curriculum Studies, Texas Tech University. Dr. McMillan's research interests fall under the umbrella of narrative theory and include: knowing through narrative, narrative inquiry, adolescent literature, interdisciplinary nature studies, and the contributions of present-day teachers and 19th-century women writers to education.

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Brandt W. Pryor is an educational research consultant specializing in attitude and behavioral decision-making change studies. He earned his Ph.D. at the University of Illinois, Urbana-Champaign and has taught at Texas A&M University and Arizona State University. He has studied the attitudes and behavioral decisions of teachers, principals, and others.

A. G. Rud is head of the Department of Educational Studies, Purdue University. Rud's research interests are the moral dimensions of teaching, learning, and leading in both P-12 and higher education. He has finished a book manuscript on Albert Schweitzer's legacy for education. Rud is the editor of *Education and Culture*, the journal of the John Dewey Society (<http://docs.lib.purdue.edu/eandc/>), and edited with Jim Garrison and Lynda Stone the book *John Dewey at 150: Reflections for a New Century*.

J. D. Sabiston is a senior lecturer, St. John's College, Orkney University, Stromness, Scotland, United Kingdom. Her academic specialty is Scottish intellectual history and philosophy, especially those matters that illuminate the education of girls and young women. In addition, she enjoys writing short stories, petite plays, and quasi-poetry as well as creating out of genre literary pieces and inventing pseudonyms for herself.

Robert A. Waterson is an assistant professor of education and Director of the Center for Democracy and Citizenship Education, West Virginia University. His research interests include democratic education, teacher

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