Contributing Authors

Pereari Aboro holds a B.A. in Mathematics and Economics from Principia College and holds an M.B.A. and M.S. in Economics and Finance from Southern Illinois University Edwardsville. He has experience in the banking and telecommunications sectors and also in the international trade arena.

Michael O. Afolayan is the assistant director of Academic Affairs for the Illinois Board of Higher Education in Springfield, Illinois. His research interests spread across a wide spectrum, ranging from multicultural education to social justice, classroom management and curriculum theory.

Connie Wilson Anderson is associate professor of Curriculum and Instruction, Texas Tech University in Lubbock, Texas, where she is Co-Director of the Academy for Teacher Induction Support and Assistance. She has over 30 years experience in educational institutions in Oklahoma, Nebraska, and Texas. Her research interests include the mentoring and induction of beginning teachers.

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.
Martins Fabunmi, a visiting professor from Nigeria, was a member of the Urban Education Research Team, Southern Illinois University Edwardsville, during his post-doctoral teaching and research fellowship (2006-2007). He is currently undergoing the Graduate L.L.B. Degree Programme at the City University, London, United Kingdom.

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.

John L. Keedy is a professor, College of Education and Human Development, University of Louisville. His research interests include social norms, the principalship, school reform, and the superintendency. He has published in the Journal of Educational Administration, Teaching and Teaching Education, Journal of Educational Research, Journal of School Leadership, and Theory into Practice, among others. His teaching interests include qualitative method, organization theory, problem identification in the literature review, and leadership.
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.

Eddah M. Mutua-Kombo is an assistant professor of Intercultural Communication, St. Cloud State University, Minnesota. She teaches and researches in the areas of critical service-learning pedagogy in promoting interracial relations and peace communication in post-conflict societies in Africa. She has served as a guest editor for Africa Media Review. She is an active member of the Intercultural Communication Division of National Communication Education.

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
education, citizenship education, academic coaching, and secondary curriculum design and development.

**James Z. Yang** is a graduate student in the Department of Political Science, International Relations Programs, and Comparative Politics, University of Oklahoma. Yang received his bachelor's and master's degrees in history from Hubei University in Wuhan, China. His research interests include comparative analyses of culture, political systems, and international relations between America and China.