

# Rethinking Education:

*Is it time for radical change  
in the public schools?*

ACADEMY FOR EDUCATIONAL STUDIES  
MISSOURI STATE UNIVERSITY  
OCTOBER 20-21, 2008



**Academy for  
Educational Studies**

**Missouri State University**

**Rethinking Education:  
Is it time for radical change  
in the public schools?**

**Fourth Annual Conference**

**October 20 - 21, 2008**

**Chateau on the Lake**

**Branson, Missouri**

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The mission of the Academy for Educational Studies is to foster a community of inquirers and provide a public space for debate and dialogue about important questions in education. The Academy encourages those interested in education, teaching, and learning to engage in thoughtful reflection, discussion, and critique of educational theory and practice. Involving people from across the state, region and country, the Academy promotes this vital dialogue by arranging education conferences and symposia and by creating publishing opportunities connected with Academy events. The Academy supports research efforts of graduate and undergraduate students and assists in the design and delivery of teacher education courses at both the graduate and undergraduate level.

Cover design by Sara Crownhart and Jamie Overschmidt  
(Missouri State University)



**Academy for  
Educational Studies**  
Missouri State University

**Sunday, October 19th**

Early Registration  
5:00—7:00, Atrium (by the tree)  
Informal Gathering  
7:00—9:00, Library Lounge

**Conference Overview  
Monday, October 20th**

7:30-12:00	<b>Registration</b>	St. Moritz
7:30-10:00	<b>Continental Breakfast</b>	St. Moritz
8:25	<b>Welcome, and introduction of Kieran Egan</b>	St. Moritz
8:30-9:20	<b>Featured Session: "Learning in Depth"</b> Kieran Egan	St. Moritz
9:30-10:40	<b>First Concurrent Session</b>	
	Is Radical Change Even Possible?	Salzburg
	Teacher Education	Venice
	Paying Attention to What Students Say	Florence
	Changing Teaching Practices: History and Writing	Milan
10:50-12:00	<b>Second Concurrent Session</b>	
	Do Teachers Stand in the Way of Change?	Milan
	Academy Dialogue Session	Florence
	Creating Ecologically Centered Schools	Salzburg
	Building Character, Building Virtue: Are We Failing?	Venice
12:00-1:00	<b>Lunch</b>	
1:00-2:10	<b>Third Concurrent Session</b>	
	Finding Better Purposes for Schools	Milan
	The Portrayal of Schools in Film and Media	Florence
	Changing the Practices of Teachers	Salzburg
	Taking Students Outside	Venice

2:20-3:30	<b>Fourth Concurrent Session</b>	
	Virtual Schools and On-line Possibilities	Salzburg
	Changing Teaching Practices: Math and Science	Venice
	Keeping Students First	Florence
	Changing the Structure of Schooling	Milan
3:45-5:00	<b>Keynote Address: Kieran Egan</b>	St. Moritz
8:00	<b>Social Gathering</b>	Library Lounge

**Conference Overview  
Tuesday, October 21st**

8:00-9:00	<b>Fifth Concurrent Session</b>	
	Constraints on First Year Teachers	Milan
	Future of the Academy for Educational Studies	Venice
	Thinking about the Ideal School	Florence
	Discipline Problems and Conflict Resolution	Salzburg
9:15-10:30	<b>Keynote Address: Paul Theobald</b>	St. Moritz
10:45-12:30	<b>Panel Discussion: Rethinking Education: Is it time for radical change in the public schools?</b>	St. Moritz
12:30-1:30	<b>Lunch</b>	
1:30-2:40	<b>Sixth Concurrent Session</b>	
	Academy Dialogue Session	Florence
	Deschool, or Trust Teachers to Change?	Milan
	Money Matters	Salzburg
	Lesson Study: Using Ideas from Egan and Gardner	Venice
2:50-4:00	<b>Seventh Concurrent Session</b>	
	Music Education: Practices and Funding	Florence
	Literacy and the Curriculum	Salzburg
	Ideas about Early Childhood Education	Milan
	Lesson Study: Using Ideas from Egan and Gardner	Venice

## Monday, October 20th

### **Registration**

7:30—12:00, St. Moritz

### **Continental Breakfast**

7:30—10:00, St. Moritz

### **Conference Welcome and Featured Session**

8:25, St. Moritz

### **“Learning in Depth”**

Kieran Egan

Simon Fraser University

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### **First Concurrent Session**

9:30 – 10:40

### **Is Radical Change Even Possible?**

Salzburg

#### **Time for Change in Public Education: “When Hell Freezes Over!”**

Emmett Sawyer, Missouri State University

Judith Gregg, Missouri State University

Assumption: The general public, including politicians, want to change or reform education as long as it does not mean doing things differently. Because of this, we’ll get real educational change only when “hell freezes over.”

#### **Time for Radical Change in our Public Schools**

Erica L. Bumpers

California University of Pennsylvania

Quality public schools are fundamental to a quality education for all in the United States, but these schools are failing America’s students, especially minority students. A radical change is needed.

#### **Saving the Light: Rethinking Public Education in the United States**

Kathryn Richardson Jones, The Citadel

Over time, beacons have led to safety and commerce. Likewise, public education was established to ensure prosperity. The metaphor of “lighthouse” will be used to suggest ways to strengthen schools.

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## **Teacher Education**

Venice

### **Aesthetic Education: Masked Emotions in Teacher Preparation**

Barbara A. Clark, Central Connecticut State University

Erikson’s psychosocial theory and Greene’s aesthetic education support this paper which discusses *masked emotions*—how pre-service teachers developed a sense of self through an aesthetic entry point, the 9/11 mural by Graydon Parrish.

### **Preparation vs. Realities: Reconceptualizing Teacher Education Programs**

Michael Fitzpatrick, New Mexico State University

A recent study indicated teacher preparation programs fail to produce highly qualified educators who are ready to address the realities of contemporary classrooms. Findings and recommendations for change are presented.

### **On Bakhtin’s Answerability in an Era of Accountability: Reflections of a University Faculty and a University Supervisor**

Barbara Madeloni, University of Massachusetts, Amherst

Stephen Sadlier, University of Massachusetts, Amherst

This presentation discusses the difficulties of establishing an effective dialogue between university field supervisors, university faculty, and teacher candidates in an age of state, federal and professional organization standards.

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### **Paying Attention to What Students Say**

Florence

#### **Are Successful Students Happy?**

Angela Pinegar, Missouri State University

Susan Ohanian half-jokingly suggests that instead of measuring AYP with standardized tests, we should measure the progress we’re making at keeping students happy. This paper develops that idea.

#### **Public Schools and Higher Education Institutions: Radically Changing Together**

Kelly Copeland, Missouri State University

One main purpose for radical changes in public schools is to more successfully foster lifelong learning. For these changes to be sustainable, collaborative efforts with higher education institutions are imperative.

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## Changing Teaching Practices: History and Writing

Milan

### Social Studies in School Curricula: Trends and Concerns

Nadzeya Kardash, University of Missouri—Kansas City,

Center for Economic Education

Gayle Voyles, University of Missouri—Kansas City,

Center for Economic Education

This presentation addresses the recent challenges of social studies education and provides a research-based analysis of current trends and issues in teaching social studies in the state of Missouri.

### Measuring the Effect of Professional Development on Student Performance within a Teaching American History Project

Marc Cooper, Missouri State University

This paper will discuss a project correlating professional development to student achievement within a program funded through the Teaching American History grant program.

### What are Timed Writing Assessments Really Teaching our Students?

Beth Kania-Gosche, Saint Louis University

Timed writing assessments are changing the way writing is taught, especially in high school, by forcing students to write all at once with no feedback from peers or instructors.

## Second Concurrent Session

10:50 – 12:00

### Do Teachers Stand in the Way of Change?

Milan

#### Let's Rethink Teacher Incentive Plans

Samuel B. Hardy III, Augusta State University

This paper will look into teacher incentive plans and why they have not been accepted by the profession and offer an alternative to reshape and implement such plans.

#### Teacher Tenure: Due Process Right or Hindrance to School Change?

Laurie Milburn, University of Missouri--Columbia

Tenure is a "silent anchor" on the public school system whenever that system tries to encourage student progress. When every teacher's job is protected by tenure, how can those teachers be held accountable for results?

#### Teachers: The Unprofessional Professionals?

Thomas Deering, Augusta State University

K-12 teachers like believing that teaching is a profession along the lines of the medical or legal professions. Not only is teaching not a profession, but teachers do not behave like professionals.

## Academy Dialogue Session Education and Modern Culture

Moderated by Christopher Lucas, University of Arkansas  
Florence

### Adolescents and Alcohol, What We Don't Know Could Destroy Them: New Research for Educators on the Effects of Alcohol on the Developing Adolescent Brain

Jayne White, Drury University

Rebecca Denton, Drury University

### A New Generation of Understanding: The Need for Increased Tolerance Education in Public Schools

Jordan Alexander, Missouri State University

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### Creating Ecologically Centered Schools

Panel discussion — Salzburg

James Joss French, Central Connecticut State University

Kurt Love, Central Connecticut State University

Johnny Lupinacci, Eastern Michigan University

This panel presentation will include three integrated perspectives focusing on creating ecologically centered schools (K-12), and will discuss multiple oppressions primarily through the lens of our relationships with nature and community.

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### Building Character, Building Virtue: Are We Failing?

Venice

#### The Civic Failure of American Public Education

Samuel Katz, Ohio Wesleyan University

American public education continues to fail to see its dispositional outcomes, let alone address them. Compulsory education can only be justified on its benefits to the individual and the state. Contemporary American public education fails at both.

#### Must Public Education be Common?

Craig Engelhardt, Baylor University

Religious schools present valuable educational opportunities to the public that are inaccessible from within common education settings and argue for the formation of public religious school options.

**Lunch**  
(on your own)

**Third Concurrent Session**  
**1:00 – 2:10**

**Finding Better Purposes for Schools**  
Milan

**Teaching and the Transcendentally Important**

Don Hufford, Newman University

Teachers should be educated for educational transcendence; encouraged to rise above self-imposed rigidities, politically-imposed ideologies, bureaucratically-imposed pedagogical recipes, and even the narrow boundaries of certain socially-imposed values.

**Restructuring Schools to Teach for Freedom: Community as the Means and Ends of Public Education**

Eric Sheffield, Missouri State University

**A Shrinking Globe and a Growing Crisis: Cultural Competence in America's Schools**

Jerry Whitworth, Texas Women's University

This paper discusses the importance of preparing teachers to teach from a global perspective. It illustrates specific global perspective competencies and how those competencies can be infused in education courses.

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**The Portrayal of Schools in Film and Media**

Florence

**Video Case Studies: Using "School Films" to Explore Issues in American Education**

Michael D. Wohlfeil, Concordia College (Moorhead, MN)

This paper describes research in the use of "school films" as a pedagogical vehicle for studying current issues and analyzing public policy in American education in undergraduate liberal arts classes.

**Foreclosure of the Educator's Mind: A Discussion of the Historical Condition of Essentialism in Contemporary American Education**

Bettina Becker, Eastern Illinois University

G. D. Albear, Eastern Illinois University

This presentation looks at the historical development of an essentialist paradigm in contemporary education and includes a discussion of how popular media maintains essentialist, conservative ideologies in the 21<sup>st</sup> century.

**Changing the Practices of Teachers**  
Salzburg

**Changing the Purposes and Practices of American Public Schools**

Jeffrey W. Eiseman, University of Massachusetts, Amherst

New goals include higher order thinking, internalizing values, promoting universally applicable skills—e.g., problem solving, teamwork, and self-management—and developing *reality-based* self-esteem. The paper describes enabling structures, systems, and leadership patterns.

**Teaching so Students Know Why: Marrying the Thinking of Kieran Egan and Howard Gardner**

Steven P. Jones, Missouri State University

Jeff Lettington, Springfield Catholic High School

It isn't easy to get students to think about and appreciate "why" what they are learning is important. This paper tries out a combination of some of the thinking of Kieran Egan and Howard Gardner as a foundation for how to do this.

**Recharging Teachers: Ownership through Lesson Study**

Michele Raisch, University of New Mexico

The presentation details the three-year collaboration of an entire school faculty using Lesson Study to research the teaching of writing. A group discussion will explore the impact on teacher education.

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**Taking Students Outside**

Venice

**Our World Runs in a Circular Motion: Rethinking Schools as a Venue for Connecting Students to Understand Nature's Cycles**

James Manley, Northern Arizona University

This presentation establishes the importance of connecting children to the world around them—how children can have meaningful experiences aimed at connecting their natural curiosities with the objective of understanding the cyclic nature of our world.

**Send Them Outside: Improving Scores, Skills and Attitudes**

Janice Schnake Greene, Missouri State University

A curiosity of the natural world is discouraged in our schools. Studies have shown that integrating the environment can increase student attitudes, test scores, and attendance, and decrease behavior problems.

**Getting into Scientific Touch with the Great Outdoors**

Barry Thompson, Augusta State University

William Gray, Augusta State University

Instead of completing worksheets at a desk, we should offer students an outdoor laboratory to satisfy the requirements of biology, chemistry, earth science, and physics.

## Fourth Concurrent Session

2:20 – 3:30

### Virtual Schools and On-line Possibilities

Salzburg

#### Rethinking Education: Virtual Schools and 21<sup>st</sup> Century Skills

David Bell, Arkansas Tech University

Glenn Sheets, Arkansas Tech University

This presentation will discuss the potential impact of virtual school on public school education. It will report specifically on lessons learned from the Arkansas Virtual School.

#### Is a Virtual Field Experience in Teacher Education as Effective as a Traditional Field Experience?

Cheryl Grable, University of Arkansas at Little-Rock

Andrew Hunt, University of Arkansas at Little-Rock

This paper discusses the possible benefits and problems when virtual field experiences are used to prepare teacher education students for teaching at virtual schools and in the traditional classroom setting.

#### Virtual Mentoring: A New Approach to Traditional Mentoring

Kenneth C. Jeffs, Jr., University of Missouri

Research has revealed that teachers are leaving educational positions at an alarming rate. This presentation deals with a new model for mentoring teachers by using techniques based on virtual communication.

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### Changing Teaching Practices: Mathematics and Science

Venice

#### Rethinking Mathematics Teaching and Learning

Cathy Kinzer, New Mexico State University

Janice Bradley, New Mexico State University

Karin Wiburg, New Mexico State University

This paper is based on 20 years of mathematics education reform work and suggests that students and teachers need to create rich mathematics learning communities.

#### Ten People in 1892: Determining our Science Now?

Jill (Alice) Black, Missouri State University

In 1892, Earth science was eliminated as a required course in our secondary curriculum; changes are needed, given current world resource and climatic situations. This study offers evidence and ramifications.

#### Attracting and Educating Science Teachers: Drastic Ideas for Difficult Times

Georgianna Saunders, Missouri State University

Erica Cox, Missouri State University

Traditional structures for recruitment, training and retention of science teachers are failing. Science teacher preparation and support could be better accomplished by an organization that acts independently from university constraints.

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### Keeping Students First

Florence

#### Reach 'Em, Keep 'Em, and Teach 'Em: Observations of Successful Settings for At Risk Students

Karla Smart-Morstad, Concordia College (Moorhead, MN)

David P. Morstad, Jr., University of North Dakota

Examples of successful programs for at risk students are used to argue that radical school change should not be in pedagogy, but rather in the valuing and structuring of community.

#### Learner-Centered Instruction: A Classic Yet Still Revolutionary Paradigm Shift

Jeff Cornelius-White, Missouri State University

Adam P. Harbaugh, University of North Carolina—Charlotte

The paper proposes a model of learner-centered instruction that highlights principles and methods of interaction and instruction, including encouragement, challenge, adaptation, cooperative learning, and authentic inquiry, and appropriate roles for direct instruction.

#### Picturing Something Perfect: Teacher Education Students Design their Ideal School

Kyle Casey, Audrea Duncan, Lori Gray-Joines,

Amanda Griggs, and Jade Jump

Missouri State University

What would the "ideal school" look like? Five teacher education students share their vision of the perfect school.

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### Changing the Structure of Schooling

Milan

#### Disassembling the Graded System: A Case for Multiage Education

Sandra J. Stone, Northern Arizona University

This paper discusses the nature of the graded system and suggests disassembling this conveyor belt model. A case for multiage education is present as a new system to benefit children.

#### The Edge of the Middle

William C. Root, Augusta State University

AYP has created a shift, or throwback, to the old Junior High structure, leaving the child, as a whole person, to be pushed to the edge of Middle School instruction.

**What is Good for the Goose is Good for the Gander: NCLB Must Hold School Boards and Administrators Responsible**

Thomas Deering, Augusta State University  
Samuel B. Hardy III, Augusta State University

NCLB has had significant impact on classroom teachers. It is our contention that similar and maybe even more dramatic consequences should be directed at school boards and administrators.

**Keynote Address**  
**3:45—5:00, St. Moritz**

**Learning Tools and Children's Minds**

Kieran Egan  
Simon Fraser University

**Informal Gathering**  
**8:00**  
**Library Lounge**

**Tuesday, October 21st**

**Fifth Concurrent Session**  
**8:00—9:00**

**Constraints on First Year Teachers**  
Milan

**The Containment of Critical Teachers: Three Case Studies of First-Year Critical Science Teachers**

Kurt Love, Central Connecticut State University

This study describes how three first-year critical science teachers shaped their teaching practices because of pressure from technical controls, bureaucratic controls, sociocultural cues, and their own feelings of surplus powerlessness and internalized domination.

**Eating Their Young: Beginning Teachers and Fierce Institutional Constraints**

Daniel J. Bergman, Wichita State University  
Michael P. Clough, Iowa State University  
Joanne K. Olson, Iowa State University  
Jerrid W. Kruse, Iowa State University

Beginning teachers are often expected to maintain the status quo. This session shares years of data illustrating barriers to implementing effective teaching practices, followed by strategies for navigating through constraints.

**Future of the Academy for Educational Studies**

Open discussion — Venice

This session will allow members and friends of the Academy to join in a discussion about the future of the Academy for Educational Studies, including discussion of possible future publishing opportunities.

**Thinking about the Ideal School**

Florence

**Reframing American Education**

Karin Wiburg, New Mexico State University

This session presents a macro-view of K-12 educational reforms in the United States since the 1960's from the perspective of a university/public school reformer and educational theorist.

**A Holistic Approach to Education**

Adrienne Hedrick, Missouri State University

What would the "ideal school" look like? A teacher education student shares her vision of the perfect school.

**Discipline Problems and Conflict Resolution**

Salzburg

**Reforming the Language of Discipline, Conflict Resolution, and Motivation in Schools: Positive Behavior Support (George Sugai) and Non-Violent Communication (Marshall Rosenberg) as Sources for Change**

Karla Smart-Morstad, Concordia College (Moorhead, MN)  
Sara Triggs, Concordia College (Moorhead, MN)  
Chris Triggs, Fargo Public Schools

A critical issue for schools is how order is maintained, how conflicts are resolved, and how students are motivated. We argue for reform in the language of school management and provide examples from two successful models for change.

**Forgiveness and Reconciliation in Rwanda: The African Great Lakes Initiative Workshops as a Model of Education for Reconciliation**

Jeff Hittenberger, Evangel University  
Patrick Mureithi, Evangel University

This study examines the effect of reconciliation workshops on the lives and attitudes of Hutu and Tutsi participants who were affected by the Rwanda genocide. The study also suggests ways in which the lessons of these workshops can be applied to education for reconciliation efforts in other places.



**Square Pegs in Round Holes: Students with Aspergers in our Schools**

Julie A. Donnelly, Project ACCESS, Missouri State University

This session looks at changes and models that make public school settings possible for unique individuals who are bright but unable to work within the rigid school requirements.

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**Keynote Address**

**9:15 – 10:30, St. Moritz**

**Creating Community Engagement:  
An Accountability Plan for the Post-NCLB Era**

Paul Theobald  
Buffalo State University

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**Panel Discussion**

**10:45—12:30, St. Moritz**

**Rethinking education: Is it time for radical change  
in the public schools?**

Christopher Lucas, University of Arkansas

Kieran Egan, Simon Fraser University

Paul Theobald, Buffalo State University

Moderated by Steven P. Jones, Missouri State University

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**Lunch**

(on your own)

**Sixth Concurrent Session**

**1:30 – 2:40**

**Academy Dialogue Session**

**Education and Modern Culture**

Moderated by Christopher Lucas, University of Arkansas  
Florence

**Leveling the Field: Options for Redefining the Role of Sport in School**

Monie Hayes, Monmouth College

Craig Vivian, Monmouth College

**Media as the Laborer's Curriculum: Engaging Students in  
Strong Democratic Relationships with Media**

Kurt Love, Central Connecticut State University

James Jos French, Central Connecticut State University

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**Deschool, or Trust Teachers to Change?**

Milan

**Deschooling Society: Looking Back at Ivan Illich's Text as a Means  
to Move Education Forward**

Lynda George, Central Connecticut State University

Ivan Illich authored the controversial text *Deschooling Society*. His perceptions regarding rituals, myths, alienation and the nature of learning will be presented to elicit a dialogue for radical change in education.

**Who Should Control America's Schools?**

Thomas E. Deering, Augusta State University

The question "Who should control K-12 public schools?" continues to be debated. While teachers would like to have more say in the educational process, they fail to make a convincing case.

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**Money Matters**

Salzburg

**Children "For Sale?": An Inquiry into Constructs of Corporate Privatization  
and Commercialization of Public Schools**

Peilun Lucy Lee, Ohio State University

This paper examines how corporate privatization and commercialization impact public schools, and it suggest how *Channel One* signals an ongoing concern for the future of our children.

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### **Lesson Study: Using Ideas from Egan and Gardner**

Venice

Angie Pinegar, Missouri State University

Lisa Phillips, Missouri State University

Missouri State University MAT students will present unit plans they have prepared using ideas taken from the works of Kieran Egan and Howard Gardner. This session features units in social studies and history.

### **Seventh Concurrent Session**

**2:50—4:00**

### **Music Education: Practices and Funding**

Florence

#### **Rebirth of Music Education in America: The Venezuelan Model**

Alicia Lyons, Missouri State University

This paper evaluates the extraordinary social benefits of *El Sistema* and the successful model for music education in Venezuela. This presentation compares *El Sistema* to current music education within the United States.

#### **A Question of Culture: Fine Arts Funding in Public Schools**

Justin Ormsby, Mansfield Public Schools (Mansfield, MO)

Jonathan Hall, Bradford High School (Starke, FL)

This paper examines music programs in four schools with radically different per pupil funding and makes conclusions about the effects on students.

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### **Literacy and the Curriculum**

Salzburg

#### **Rethinking Education: Lessons Learned from the British National Curriculum!**

Claudia J. McVicker, Park University

Informed by the Liverpool Project, this study of advanced state of achievement in elementary schools describes the British Literacy Hour and framework for educational curriculum used in the U.K.

#### **An Organic and Personalized Framework for Secondary Reform—With an Expanded Emphasis on Adolescent Literacy**

Michael Kennedy, University of Kansas

Susanne James, University of Kansas

Forget what you know about cookie cutter secondary reform programs and experience the possibilities when faculty members are invited to make their own decisions related to improvement and literacy.

### **The Narrowing of Knowing: What it Means to be Literate and Learned in Today's Society**

Thomas B. Smith, Northwest Missouri State University

This presentation explores the forces that are pushing public education towards a radical change and suggests potential directions for teacher educators' efforts at shaping that change.

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### **Ideas about Early Childhood Education**

Milan

#### **Early Learners, the Family, and the Preschool Discourse**

Sandra Winn Tutwiler, Washburn University

Martina M. Thompson, Topeka Public Schools

This paper presents a sociohistorical analysis of school-family relations, school choice, and the education of the young child as a means to inform the current preschool-public education discourse.

#### **One Hundred Languages of Children: *Reggio Emilia* and the Future of Early Childhood Education**

Deborah Landry, Northeastern State University

Roxanne Fillmore, Northeastern State University

Bonnie Giese, Northeastern State University

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### **Lesson Study: Using Ideas from Egan and Gardner**

Venice

Deanne Wheeler, Missouri State University

Joe Ruth, Missouri State University

Cathy Jackson, Missouri State University

Jack Bowden

Missouri State University MAT students will present unit plans they have prepared using ideas taken from the works of Kieran Egan and Howard Gardner. This session features units in mathematics, music, and Spanish.

## Acknowledgements

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For information about becoming a member of the  
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## Conference Notes