



POLITICS OF EDUCATION ASSOCIATION

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Between Citizens and the State: The Politics of American Higher Education in the 20th Century

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At the dawn of the twentieth century, state builders and university builders began to think about their institutions in national terms. Putting aside a longstanding commitment to decentralized relations, academic leaders and federal policymakers turned to one another with increasing frequency. The growth of “big government” and “big education” occurred in fits and starts. By World War II a durable partnership had been forged that significantly enhanced the reputation and reach of both institutions. During economic booms and busts, and in wars hot and cold, the nation’s colleges and universities served as a repository of expertise, a locus for administrative coordination in the federal government, and a mediator of democratic citizenship. (Continued on Page 4)

¹Christopher P. Loss (Ph.D., Higher Education and American History, University of Virginia) is assistant professor of public policy and higher education at Vanderbilt University. Prior to joining the faculty at Vanderbilt, Loss was a research fellow in the Governance Studies Program at the Brookings Institution in Washington, D.C. His dissertation (chaired by Brian Balogh) is entitled “Between Democracy and Diversity: The Politics of American Higher Education in the 20th Century.” At AERA 2009, Dr. Loss was presented with the Outstanding Dissertation Award from PEA.

In Memoriam – Frederick M. Wirt



Frederick Marshall Wirt was born in Radford, Virginia on July 27, 1924 to Goldie (Turpin) and Harry J. Wirt, Sr. The eldest of three boys growing up in Virginia and Cleveland, Ohio, he was the first in his family to graduate from high school. At 18 he enlisted in the U.S. Army and served as a Staff Sergeant during World War II in the

European Theatre as a Tank Commander for the 11th Armored Division, 3rd Army, where he participated in the Battle of the Bulge, in Bastogne, Belgium, as well as liberating the concentration camp, Mauthausen. When he returned from the war, he took advantage of the GI Bill to study Political Science, earning a B.A. from DePauw University in 1948; and an M.A. and Ph.D. from Ohio State in 1949 and 1956, respectively. In 1947, he married his beloved Elizabeth (Betty) Cook and they had three daughters, Leslie Lee, Sandra Sue, and Wendy Ann.

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Annual Breakfast UCEA Convention 2009

Date: Friday, November 20, 2009

Time: 7:00-8:00 am

Location: Orange County Ballroom, Salon 1
Anaheim Marriott
Anaheim, California



Dr. Robert Cooper
Associate Professor and Director of
the UCLA Principal Leadership
Institute
will present:

A Social Justice Context for
Urban School Leadership

MESSAGE FROM THE PRESIDENT

LORA COHEN-VOGEL
FLORIDA STATE UNIVERSITY

As the 2009-10 academic year gets into full swing, we are pleased to be publishing the Fall issue of the *PEA Bulletin*. Once again, Kyle Ingle (Bowling Green State University), Brendan Maxcy (University of Missouri), and Roxanne Hughes (Florida State University) have put together a terrific issue featuring the scholarship of emerging politics of education scholars. In this issue, Christopher Loss (Vanderbilt University) summarizes his findings from a dissertation examining the role of higher education in 20th century state building.

I hope that you will also take a moment to read through the list of 2009-10 committee appointments on page 19 of this issue. Few realize that over 40 volunteers carry out the Association's work; we thank them for their dedication. Reports from committee chairs describing PEA's various programs – including calls for nominations for the Outstanding Dissertation Award and the David L. Colton Award, and a call for articles for the upcoming special issue of the *Peabody Journal of Education* – can be found throughout the issue.

I would like to convey a special thanks to Rebecca Jacobsen (Michigan State University), who served as Program Chair for PEA's program at AERA 2010, along with the three additional program committee members and eight review panelists who assisted her.

I also wanted to take this opportunity to notify the membership about new AERA regulations – regulations that have implications for how PEA conducts its business. First, AERA now requires that all of its SIGs use its electronic Elections Process, wherein electronic ballots are sent via email to AERA members with current (i.e., paid-up) memberships in the SIG. The new process goes into

effect this year, with a slate of candidates due to AERA by mid-November. The AERA requirement effectively excludes PEA's few non-AERA members from both holding elected office and voting.

Second, AERA is requiring that by December 31, 2009 all SIGs submit bylaws that do not conflict with AERA's Articles of Incorporation, its Bylaws, or the AERA SIG Handbook. My understanding is that AERA's efforts are intended to enhance the quality of its SIGs and standardize their operations. The problem, however, is that some of our long-standing bylaw provisions and Association practices do in fact conflict with AERA policy. The SIG Handbook, for example, requires that publication ideas for journals, annuals, or other periodicals be brought to the AERA Publications Committee for approval. As you know, PEA has published a Yearbook, special issue of the *Peabody Journal of Education*, and a biannual *Bulletin* for years (in some cases decades), and its publications activities predate AERA policy. Other AERA policies limit each SIG to one award related to scholarship and research and approved by AERA's Executive Council. PEA has four award programs, three of which are related to scholarship and research. All four awards have been bestowed at least since 1994, with some predating 1994 under different names. Other AERA stipulations that contradict PEA bylaws/practices include terms of office, officer titles/duties, stipulations that financial accounts be managed by AERA, and elections processes.

PEA's five-member Executive Board deliberated for five hours over the previous ten months to consider several options for responding to these requirements, finally deciding to develop two sets of bylaws to be presented to our members for ratification. Our rationale was that the two sets would reflect our dual status as both a SIG and stand-alone Association (our existing bylaws open with "The Politics of Education Association is a 'Special Interest Group' of the American Educational Research Association. The Politics of Education Association exists in its own right, however, and will continue to exist if its affiliation with AERA should be discontinued for some reason

in the future.”). In that way, we hoped to be able to run our awards and publications programs through the Association. In attempting to develop the bylaws, however, Board members confronted multiple points of incompatibility. One point in particular led us to reconsider the dual bylaws strategy: the vast majority of the revenue PEA generates is now collected through AERA (when members renew through AERA, they also renew their PEA memberships). Monies managed by AERA on behalf of the SIG could not, therefore, go to support our Association (e.g., publications) activities.

Subsequent deliberations among Executive Board members and informal discussions with four former PEA presidents resulted in another strategy. In the next two months, the Board will submit to AERA’s Governing Council a set of bylaws – using the required AERA template – that simply reflects PEA’s current policies and procedures. We intend to submit the bylaws with a cover letter delineating the history and quality of our various activities, acknowledging where they might conflict with AERA policy. In this way, we hope to educate AERA’s Governing Council about PEA and encourage a discussion among Council members about whether to develop a process for granting waivers for SIGs with a history of publications and award activities and/or whether to reconsider some of their policies as they relate to SIGs generally.

If the Governing Council rejects our bylaws outright, PEA’s Executive Board would like to survey its membership about future directions. At this time, however, we remain optimistic about coming to an agreement with AERA in which PEA can retain its unique culture and practices. Thank you.

Have a terrific semester,



Lora Cohen-Vogel
lcohenvogel@fsu.edu



Between Citizens and State **(Loss, continued from page 1)**

The high tide of the partnership between American higher education and the American state occurred between World War I and the rights revolution of the 1970s, before ebbing in the wake of the conservative political ascendance of the 1980s. *Between Citizens and the State* tells this story.

To date scholars have only captured a sliver of the relationship between higher education and the American state. By focusing on the American state’s multifaceted partnership with higher education in the twentieth century, this project advances the literature on the emergence of the American university beyond the rise of the professions and the growth of the federal-academic research matrix. Without question, the ascendance of large-scale scientific research radically altered the nature of federal-academic relations. It is exhibit A in the birth of what some scholars call the “proministrative state.”² But the emphasis on “Big Science” and the handful of elite institutions and experts that produced it concealed other developments in American higher education that occurred outside federally funded labs both before and after World War II.

That the nation’s decentralized higher education system contributed so much to American political development in the twentieth century should come as little surprise. After all, in an American political culture well known for its fear of consolidated authority, higher education has played an indispensable role in state building since well before World War II—indeed, since well before even the nation’s founding. Within a decade of founding Massachusetts Bay, Puritan leaders established Harvard College in 1636—the first of nine colonial colleges to open prior to 1776. After the Revolutionary War, college-building expanded

² Brian Balogh, “Reorganizing the Organizational Synthesis: Federal-Professional Relations in Modern America,” *Studies in American Political Development*, 5 (1991), 119–72; and Brian Balogh, *Chain Reaction: Expert Debate and Public Participation in American Commercial Nuclear Power, 1945–1975* (New York, 1991).

rapidly. The sale of “land grants” by the central government helped to pay down the nation’s war debt and to promote higher education and territorial expansion west of the Appalachian Mountains. Later the Civil War Congress built on this earlier precedent and passed the historic Morrill Land Grant Act of 1862, leading to the establishment of the country’s public higher education system. Nationally sponsored and coordinated education programming played a major part in Reconstruction when for a time the central government made the education of former slaves a priority. Additional federal legislation, for agricultural research stations and the general development of the land-grant system itself, upped the government’s financial stake in the operation of the nation’s emerging constellation of educational institutions. Add to this the construction of privately financed German-style research universities, such as Johns Hopkins University, opened in 1876. By the close of the nineteenth century the country’s decentralized, public-private higher education system was complete. The only thing missing was students.

Between Citizens and the State picks up where this earlier story ends, offering a new synthetic history of the politics of American higher education in the twentieth century. It examines the role of higher education in twentieth-century state building—when higher education finally got “big.” I argue that World War I precipitated a long period of bureaucratic reinvention—both within the university and between the university and the state—that eventually converted higher education into a key adjunct of the New Deal administrative state. The effects of this new institutional arrangement on the meaning of democratic citizenship surfaced during World War II when opinion leaders and expert psychologists discovered that educated citizens were better citizens—a point seemingly substantiated by veterans’ surprising success under the G.I. Bill of 1944. Convinced that higher education created prosperous, civic minded, psychologically adjusted democratic citizens worthy of special rights and privileges, cold war policymakers embarked upon a global education strategy culminating in the National Defense Education Act of 1958.

Not all undergraduates embraced the state’s reciprocal understanding of democratic citizenship, in which educational opportunity was granted to individuals in return for national service. By the

1960s, the state’s rigid conception of the educated citizen, which had been constructed around the memory of the hero citizen-soldiers of World War II, exploded under pressure from black and women students and their advocates in university administration, on Capitol Hill, and in the White House. Alienated by the modern bureaucratic university and provoked by what they perceived as an imperialist, racist, and sexist bureaucratic state, these students incited a national debate about the uses of the university in a democratic society. The ensuing political struggle between students and administrators—galvanized by civil rights legislation, the War on Poverty, and the Higher Education Act of 1965—altered the reciprocal relationship between democratic citizenship and higher learning. Swept up by the “rights revolution” of the time period, students advanced a rights-based definition of the educated citizen that was closely tied to a new animating principle in higher education. Diversity became the watchword to ensure an educated citizenry prepared to meet future challenges. The rapid formation of black and women’s studies programs combined with the passage of the Higher Education Amendments of 1972 served as harbingers of the ascendant diversity regime dominated by a politics of personal identity. Collectively these developments signaled the arrival of a new rights-based, identity-group oriented political order that mirrored in miniature the political organization of the American state itself. American higher education, existing as it does at the crossroads of state-society relations, is an ideal locale to study politics in the twentieth century. A sophisticated understanding of American political development (APD) is crucial to doing so. In the past twenty-five years, a community of scholars from political science, sociology, and history has resituated the study of American politics within a polity-centered frame that conceives the state as an evolving, time-bound amalgamation of institutions and ideas.³ On a theoretical level, APD posits a

³ See, for example, Peter B. Evans, Dietrich Rueschemeyer, and Theda Skocpol, eds., *Bringing the State Back In* (New York, 1985); Meg Jacobs, William J. Novak, and Julian E. Zelizer, eds., *The Democratic Experiment: New Directions in American Political History* (Princeton, 2003); and Karen Orren and Stephen Skowronek, *The Search for American*

combination of public, private, and voluntary institutions—from executive branch agencies to the military to big business and charitable foundations—that gives the American state a physical form across space and time. Historically contingent ideas about the appropriate scale and scope of the American state—whether described as strong or weak, big or small—determine the particular institutional arrangement deployed at a given moment in time. For the purposes of this project higher education serves as the key institutional embodiment of the American state and the central intellectual construct that helped policymakers and the American people define the very meanings of both government and democratic citizenship in the twentieth century.

Specifically, *Between Citizens and the State* considers higher education's role in state building from four overlapping perspectives. First, I examine American higher education from an institutional perspective. Like others who subscribe to the "new institutionalism," I define institutions as historical constructs embossed with patterns of behaviors and values that shape and condition individual conduct and experience over successive generational encounters and long periods of time.⁴ My interest in the institutional evolution of higher education stems from a belief that historians have a poor understanding of the nature of institutional change in higher education on the one hand and the role of higher education as an institutional component of the American state on the other. Historians' examination of institutional change in higher education has focused upon change within a single college or university, often from the point-of-view of top administrators, or within a single disciplinary community, or both. In this study I view institutional change as a dynamic, unpredictable process involving multiple stakeholders, inside and outside higher education, occurring at sites located

Political Development (New York, 2004). On state building as an institutional phenomenon, see Stephen Skowronek, *Building a New American State: The Expansion of National Administrative Capacities* (New York, 1982)

⁴ James March and Johan Olson, "The New Institutionalism: Organizational Factors in Political Life," *American Political Science Review*, 78 (1984): 734-49.

on every rung of the prestige ladder—from community colleges to flagship public land-grants to elite private colleges and universities. Administrators remain vitally important to this story, but so too are faculty, students, state policymakers, and educational boosters from the philanthropic sector. All these actors helped shape the institutional structure of higher education by altering, in dramatic and subtle ways, the social context and intellectual content of higher learning in the twentieth century.

Historians' study of higher education as an institutional component of the American state has likewise been narrowly drawn. With few exceptions, most studies of universities' role in state development begin in World War II and end in the cold war, focusing on the rise and maturation of the federal-academic research matrix.⁵ *Between Citizens and the State* revises this perspective by examining instead higher education's role in educating citizens for life in a democracy. Over the course of the twentieth century, state policymakers joined hands with academic administrators and helped turn the nation's colleges and universities into multi-purpose institutions that provided not only turnkey research discovery, but also delivered government programs and educational opportunities to millions of Americans. In a political culture leery of federal power, state builders such as Presidents

⁵ See, for example, Laurence R. Veysey, *The Emergence of the American University* (Chicago, 1965); Roger L. Geiger, *To Advance Knowledge: The Growth of American Research Universities, 1900-1940* (New York, 1986); and Roger L. Geiger, *Research and Relevant Knowledge: American Research Universities since World War II* (New York, 1993). See also Alice M. Rivlin, *The Role of the Federal Government in Financing Higher Education* (Washington, 1961), esp. 24-60; Gregory M. Hooks, *Forging the Military-Industrial Complex: World War II's Battle of the Potomac* (Urbana, 1991); Peter Galison and Bruce Hevly, eds., *Big Science: The Growth of Large-Scale Research* (Stanford, 1992); Stuart W. Leslie, *The Cold War and American Science: The Military-Industrial-Academic Complex at MIT and Stanford* (New York, 1993); Bartholomew H. Sparrow, *From the Outside In: World War II and the American State* (Princeton, 1996); Rebecca S. Lowen, *Creating the Cold War University: The Transformation of Stanford* (Berkeley, 1997); and Margaret Pugh O'Mara, *Cities of Knowledge: Cold War Science and the Search for the Next Silicon Valley* (Princeton, 2005).

Franklin Roosevelt and Lyndon Johnson used colleges and universities as “intermediary institutions” to connect with the American people, and to connect the American people with their government.

Second, I follow the stream of federal policies that solidified the partnership between the state and higher education and turned college-going into a national issue with far-reaching political repercussions. Long an issue for state-level governments and individual schools, not Washington, DC, I explain why college-going became a federal policy issue between 1930 and 1970, when national and global crises revealed the importance of educated citizens to the life of the nation. From World War I to the New Deal, and from World War II through the cold war, I examine the ways in which the federal government partnered with higher education to stave off economic depression and emotional anomie, to build better soldiers, to fight communism, and to make superior citizens. I pay close attention to more than the “big three” higher education policies of the past century: the 1944 G.I. Bill, the 1958 National Defense Education Act, and the 1965 Higher Education Act. While truly monumental pieces of public policy, they do not alone define the extent of the federal government’s role in higher education policymaking.

Taking my lead from political scientists, my project examines the incremental policy developments that bracketed those transformative legislative moments. My use of “policy feedback”—the idea that “new policies create new politics,” as political scientist E.E. Schattschneider famously put it—provides a more complete examination of the origins and outcomes of federal higher education policy.⁶ Instead of serving as mere markers in what is typically depicted as the triumphant march of American higher education in the twentieth century, I place the G.I. Bill, the NDEA, and the Higher Education Act in historical context. These policies remain turning points in the story that I tell, but

⁶ E.E. Schattschneider, *Politics, Pressures and the Tariff: A Study of Free Private Enterprise in Pressure Politics, as Shown in the 1929-1930 Revision of the Tariff* (1935; New York, 1963), 288.

without the air of inevitability of previous studies that have failed to explore how wars, economic crises, and campus upheavals, at different times in the past century, pushed American higher education to its breaking point. By taking a long view of policy and institutional development and by focusing on trends that have only figured tangentially into existing works, my study provides a different way of understanding the state-academic partnership in the twentieth century. In short, *Between Citizens and the State* seeks to restore a dimension of contingency to the existing account of the history of American higher education that has been distorted by an infatuation with purely quantitative measures of institutional vitality, such as the growth in student enrollments, federal research support, and endowment size.

Third, I explore the lives of students, faculty, and administrators in and outside bounded campus settings, studying at home and around the world, as civilians and soldiers, as political actors and citizens. Accurately capturing the complex relationship between the state and higher education in the twentieth century requires looking at educational experiences that occurred away from brick-and-mortar collegiate settings: in the American countryside and on battlefronts, in foreign countries and in suburban households, and in a whole host of other spaces located beyond campus borders. During the New Deal, for example, the Roosevelt Administration and the Department of Agriculture tapped the land-grant university extension system, and its force of three thousand county agricultural agents, to implement the Agricultural Adjustment Act and other New Deal programs. During World War II, the U.S. Army partnered with higher education to deliver educational programs before, during, and after combat to millions of G.I.’s. During the height of the cold war, higher education experimented with educational television (ETV), poured millions of dollars into so-called “adult education,” and promoted study abroad and global understanding as core parts of the undergraduate experience. And during the 1960s, freedom schools, teach-ins, consciousness raising groups, and experimental colleges offered students a parallel but alternative

educational universe to explore ideas about race, feminism, sexuality, war, and politics not included in official undergraduate course directories.

My exploration of the outer reaches of organized higher education provides a significant corrective to scholarship drawing rigid boundaries between different types of higher education institutions and the services those institutions provide. I place the institution in a capacious framework that blurs the line between public and private organizations and experiences. Although public and private universities and colleges rest at the heart of this analysis, I also track the role of administrators, faculty, and students teaching and learning in other institutional settings. By delving into all the ways that higher education reached up and down the education ladder and insinuated itself into other institutions not concerned primarily with education, this project demonstrates that higher education dramatically shaped the state and significantly altered citizens' lives in the twentieth century. While it is true that such an approach elides the real differences between and among distinctive types of higher education institutions, it spotlights what is arguably higher education's core social and political function: educating citizens for life in a democracy.

Unearthing the social functions of higher learning presents a real challenge. Getting at the private, day-to-day experiences of students and professors is not easy; revealing source material is meager. It is perhaps for this reason that most of the studies that purport to probe higher education's social and political uses have tended to be thinly veiled polemics against, and occasionally in defense of, the institution. The basic contours of the genre work well on nightly news shows and in other debate-style venues in which "conservative" and "liberal" commentators take turns blaming one another for ruining the modern university. Upon closer inspection, however, most of these works rely on caricatures and grossly inaccurate stereotypes of the academy. Conservatives rail against what they perceive to be higher education's liberal professoriate and curriculum, wishing instead for a return to the good old days of the American college they think existed before the 1960s. Old left, new

left, and identity left liberals vociferously counter such criticisms with their own exaggerated rejoinders. Liberals correctly defend their right to teach and research under the doctrine of academic freedom, yet err in parodying conservative politics and thinkers as inherently anti-intellectual. They lambast conservatism as inimical to the modern research enterprise, blaming conservative, market-driven administrators and trustees for turning the academic grove into an academic bazaar where students are customers, knowledge is a product, and everything is for sale.

Readers seeking such polemics will be disappointed. Rather, the politics examined here move between and among the international and national, the state-level and local, the institutional and disciplinary, and from movement to organizational to personal politics. In order to make sense of the politics of higher education in the twentieth century—to understand why the federal government turned college-going into a national issue—we must seek to capture the dynamics of each of these relationships. A good way to do this is to examine the iterative relationship between policymakers in Washington, DC, and professors and students living and learning in a variety of different institutional settings elsewhere. Federal education data and reports, presidential papers, government documents, military records, and congressional testimonies combined with surveys, opinion polls, and newspapers have been tapped to reconstruct higher education at the national level; campus newspapers, student letters, institutional studies and surveys, and administrative records and course syllabi have been used to illustrate the role of higher education in state building and in defining citizenship at the campus level. Because the objective of this study is to reveal hidden aspects of American political development, the evidence that I use draws upon a broad range of social—and not simply political—relationships. It is this combination of "bottom-up" and "top-down" approaches that distinguishes this work from most work on higher education.

Finally, I uncover the importance of professional psychology in the organizational, political, and

social transformations that drive my story. Sometimes referred to by scholars as the “therapeutic ethos,” my project considers the ways in which professional psychologists, and their allies in other branches of the social and behavioral sciences, shaped Americans' perception of their government, their interaction with their government, and their understanding of themselves as citizens in the twentieth century. This work builds upon a voluminous body of scholarship that has linked the rise of the therapeutic ethos to the spread of consumer capitalism during the decades around the turn of the twentieth century. The broad consensus among these scholars is that a therapeutic mode of self-understanding—denoted by a belief in dynamic personhood and penchant for conspicuous self-referencing and narcissism—offered individuals a way to cope with the psychological challenges of modern life. The standard story carries a powerful critique of the vanishing public sphere as it was eclipsed by self-absorbed efforts to adapt to a heartless world. Rather than focusing on the therapeutic as merely a source of individual, private transformation, however, this project also traces the different ways in which psychological expertise transformed higher education and the American state, changing the organizational structure of universities and colleges and the meanings of citizenship in the twentieth century.



Frederick M. Wirt, In Memoriam
(Continued from page 1)

Wirt taught and lectured around the world on American Government and the Politics of Education, at such universities as Denison University, the University of California-Berkeley, the University of Maryland at Baltimore County, the University of Illinois, SUNY School of Education, the University of Rochester, Nova University, the University of Melbourne, and the London School of Economics.

Wirt was the sole author of three books, *Politics of Southern Equality*, *Power in the City*, and *We Ain't What We Was*, and co-author/editor of more than a

dozen books, including *Schools of Conflict: The Politics of Education*, now in its fourth edition. Additionally, he published more than 100 articles, papers, and book chapters. He was the recipient of multiple research grants in political science over the years including National Endowment for the Humanities, Ford Foundation, and the Center for Advanced Studies. Awards include:

- Honorable Mention for the Woodrow Wilson Award for best book *The Politics of Equality* (1971);
- Pi Sigma Alpha award for best paper (1978); Career Achievement award in Urban Politics, APSA (1993);
- Life Achievement Award, Politics of Education Association, American Educational Research Association (1994);
- V.O. Key Award, best book on Southern politics *We Ain't What We Was* Southern Political Science Association (1998);
- Best article, Literati Society (U.K) (1998).

His work was used by readers from government (US Office of Education, 1976), to Hollywood (Motion Picture Association of America, 1955-59). He retired from teaching at the University of Illinois in May of 2000.

Betty and Fred traveled extensively to Europe, China, Australia, Russia, Vietnam, Thailand and Hawaii. He, as the song goes, “Left my Heart in San Francisco” and returned to the City by the Bay every year to visit his daughters and their families who settled there. His love of big band music, history, politics, movies, baseball, theatre, reading, and pride in his family will be well-remembered by those who knew him.

Following a lengthy illness, Fred passed away on August 21, 2009 in Coeur d'Alene, Idaho, where Betty and he had moved to be closer to family. Fred leaves behind a legacy of family that includes: Betty, his wife of 62 years; daughters Leslie Emberton (Andrew), Sandy Henderson (Richard), Wendy (aka Arianna Gray); grandchildren, Valerie Davis, Rebecca Emberton and Jeffrey Wyckoff; great-grandchildren, Seth and Kaylee; brothers

Harry, Jr., (Barb) and Dwight (Claire); and numerous nieces, nephews, and their families. He will be missed by family, friends, and students across the country and around the world.

Services were held at Arlington National Cemetery, Arlington, VA on Oct. 7th at 2pm, with a celebration of his life held in the San Francisco Area. Please sign his online memorial registry at http://www.englishfuneralchapel.com/English/Obits/08_09/F_Wirt.htm

In lieu of flowers, Fred requested that any donations be made to either the American Battle Monuments Commission Attn: World War II Memorial, 2300 Clarendon Boulevard, Suite 500, Arlington, Virginia 22406 or the United States Holocaust Memorial Museum, 100 Raoul Wallenberg Place SW, Washington, DC 20024.



**A CALL FOR NOMINATIONS—
THE DAVID COLTON AWARD**

*BETTY MALEN
UNIVERSITY OF MARYLAND*

The PEA Scholarship and Service Awards Committee is soliciting nominations for The David L. Colton Award. The Colton Award recognizes individuals who have made distinctive contributions to the Politics of Education Association. David Colton was Professor of Education and Director of the Bureau of Educational Planning and Development at the University of New Mexico, and founder of the Politics of Education Special Interest Group which became the Politics of Education Association in 1978. He was also the first Chair of the SIG, serving in that role from 1969-1970. Past recipients of the David L. Colton Award include Bruce Cooper, Donald H. Layton and Bob Wimpelberg. Letters of nomination should be submitted to the Committee Chair, Betty Malen, at malen@umd.edu no later than February 1, 2010.

**A CALL FOR NOMINATIONS—
OUTSTANDING
DISSERTATION IN THE POLITICS OF
EDUCATION**

*ERIK NESS
UNIVERSITY OF GEORGIA*

The PEA Dissertation Awards Committee is seeking nominations for the Outstanding Dissertation in the Politics of Education for 2008-2009. This year's competition is for dissertations successfully defended between June 30, 2008 and July 1, 2009. The deadline for nominations is December 1, 2009. The winner(s) will receive a \$250 award and one year's free membership to the PEA in addition to being honored at the 2010 PEA business meeting at AERA in Denver.

The PEA Outstanding Dissertation Award is designed to foster and support graduate student research and publication on political processes and outcomes in organized education grades preK-16, from the United States and abroad. One aim is to highlight and reward scholars studying political issues in education, as distinct from the interdisciplinary approaches taken by policy studies.

The PEA Dissertation Awards Committee welcomes any nominated dissertation that addresses the politics of education, including, but not limited to, those that focus on questions of democracy, voice, governance, inequality/equality, power, authority, political accountability, interest group interactions, coalitions and agency at any level of analysis (federal/national, state/provincial, local). Acceptable methods include, but are not limited to, comparative political analysis, case-study analyses of broad trends and reform efforts, qualitative studies, political history and biography, primary and secondary data analysis.

Nominations require two simple forms and a four-to-six page (1,200 word maximum) dissertation abstract. The two forms are 1) a nomination form from the scholar's dissertation sponsor and 2) a

scholar application form, to be completed by the dissertation's author. Forms should be downloaded, filled out and emailed to Erik Ness at eness@uga.edu. Both forms and this year's call for nominations are available on the PEA website: http://www.fsu.edu/~pea/award_diss_description.html

The Review Process: The Dissertation Awards Committee evaluates each nomination packet, paying special attention to the scholar's abstract and the sponsor's assessment of the dissertation's contributions. We are seeking a clear understanding of the dissertation's topic and conceptual approach, a detailed description of the data collection procedures and methods used, as well as findings and conclusions. Based on this review, between four and six finalists are selected by the committee as a whole. Each finalist is asked to submit three copies of the full dissertation to the committee. Every finalist dissertation is read, and commented upon, by at least three committee members. The full committee selects the award winners, to be announced at the PEA business meeting held during AERA's annual meeting.

There is no limit to the number of nominations each institution can submit. Please nominate your students, and encourage your colleagues to do so as well. If you have questions, feel free to contact the committee chair Erik Ness (eness@uga.edu).

Dissertation Awards Committee

Erik Ness, Chair, University of Georgia
Christopher Loss, Vanderbilt University
Betty Malen, University of Maryland
Lorraine McDonnell, University of California, Santa Barbara
Vance Randall, Brigham Young University
Dorothy Shipps, Baruch College, City University of New York

TREASURER REPORT

TAMARA V. YOUNG
NORTH CAROLINA STATE UNIVERSITY

Expressions of Gratitude

Due primarily to the various special events and projects held to celebrate our fortieth anniversary, this year was perhaps one of the busiest years on record in terms of financial transactions. I wish first to thank the many members and officers who were a part of these wonderful endeavors. I appreciate their efficient and reliable handling of receipts and timely submission of required documents. I also wish to thank Claire Slesinski, AERA's governance program assistant and SIG liaison for financial matters. Lastly, I wish to express gratitude to AERA's accounting department whose support for processing the multitude of financial transactions was invaluable.

Financial Statement

See Page 15 for PEA's Budget FY10 - May 1, 2009 - April 31, 2010. As we move forward, we anticipate the following revenue and expenditures.

- A. A substantial influx of funds from membership income paid at the end of the membership cycle (i.e., December 2009)
- B. Payment for the publication and shipping of the 2010 PEA Yearbook and PEA's special issue of the *Peabody Journal of Education*
- C. UCEA-November 2009
Breakfast and special presentation
- D. AERA-April/May 2010
Outstanding Dissertation Award Award Plaques (dissertation and contributions awards)
William L. Boyd National Education Politics Workshop

SECRETARY'S REPORT

STACEY RUTLEDGE
FLORIDA STATE UNIVERSITY

In addition to my primary duties as secretary, I have also been involved in two committees—the Elections Committee and the Ad-hoc Website Redesign Committee. Here I will report on the activities of these two committees.

Elections Committee. This coming January 2010, PEA will be holding elections for president, treasurer and an at-large member of the Executive Board. The deadline to submit nominations (October 28, 2009) has passed. We received a robust number of nominees – two for president, one for treasurer, and five for at-large member. The Committee will review nominees and forward a slate of candidates to AERA by November 15. Winners will be announced prior to the 2010 annual meeting of AERA.

Beginning in 2009-10, AERA is requiring all SIGs to use its balloting system. Only those who are current members of both AERA and PEA are able to stand for office and vote. If you are among the final candidates that PEA's Elections Committee forwards to AERA, you will need to ensure that you are a member in good standing in both AERA and PEA. Those who would like to vote in the January election should ensure that they join both AERA and PEA.

Many thanks to our Elections Committee, which consists of myself, Hanne Mawhinney (University of Maryland) and Thu Suong Nguyen (University of Missouri).

Ad-hoc Website Redesign Committee. New PEA website design coming soon! Kyle Ingle (Bowling Green State University), Joe Emerson (George Washington University) and I have been working to improve the website. Once we have it online, we will look forward to your feedback and input.

PUBLICATIONS COMMITTEE REPORT

KATHRYN A. MCDERMOTT
UNIVERSITY OF MASSACHUSETTS

We are pleased to have four new members on the Publications Committee. They are Bob Johnson (University of Utah), Michael McLendon (Vanderbilt University), Janelle Scott (University of California at Berkeley), and Michelle Young (University of Texas).

We are especially pleased that our next two PEA Yearbooks are on themes that expand the range of PEA-sponsored research into new areas. The 2010 PEA Yearbook is about to go to press. It is *International Perspectives on the Politics of Education: Leadership and Identity in Multiple Contexts*. The editors are Jeffrey S. Brooks (University of Missouri) and Brendan D. Maxcy (University of Missouri). The 2011 PEA Yearbook will be *Crossing Boundaries and Colliding Worlds: The Politics of Pre-Kindergarten Education*, edited by Carolyn A. Brown (Fordham University), Lisa M. McCabe (Cornell University), and John W. Sipple (Cornell University).

We are also trying a new approach to the biannual PEA Special Issue of the *Peabody Journal of Education*. Previously, we have solicited proposals for the entire issue, along the same lines as the Yearbook proposals. For the 2011 issue, the Publications Committee instead chose a general topic and then appointed an editorial team to develop the topic further. The editorial team is Enrique Alemán (University of Utah), Andrea Rorrer (University of Utah), and Laurence Parker (University of Illinois). The issue will be entitled *Post-Racialism in the K-12 and Higher Education Arenas: The Politics of Education in the Obama Administration Era*. This editorial team will be reviewing individual papers submitted in response to a general Call for Papers (See the Call on page 16 of the Bulletin).

MEMBERSHIP COMMITTEE REPORT

MARLA SANDERS
FRANCIS MARION UNIVERSITY

The Membership committee is continuously looking for ways to attract new members and encourage former members to renew their memberships. Lapsed members received emails in November 2008 and again in February 2009 asking them to rejoin PEA and describing the new events, resources, and opportunities that our organization has to offer. We will continue this effort in November and December, as members are encouraged to renew their memberships with AERA and also PEA. Currently, graduate student membership fees are \$20 to encourage more participation from beginning scholars, and regular membership fees are \$40.

Members have access to various presentation, mentoring, and networking opportunities at AERA and scholarly publications including the *PEA Bulletin*, which is published twice a year; the special issue of *Educational Policy*, which is the annual PEA yearbook; and the PEA sponsored issue of the *Peabody Journal of Education*.

The committee has discussed ways that we can increase participation among graduate students and scholars affiliated with organizations such as the American Political Science Association. The committee is also responsible for managing membership records and coordinating membership recruitment activities (See Page 21 for PEA membership information).

Respectfully Submitted on behalf of the
Membership Committee

Marla Sanders, Chair, Francis Marion University
Wayne Lewis, University of Kentucky
Tiina Itkonen, California State University Channel
Islands

AN INVITATION TO THE UCEA SESSION:

PEA—FRAMING THE FIELD OF EDUCATION POLITICS

ANN ALLEN
OHIO STATE UNIVERSITY

The PEA Frames Committee invites you to join us in Anaheim, California at our UCEA session: *PEA—Framing the Field of Education Politics* (17.9). The committee's work is meant to provide an "out of the box" resource to students, faculty, researchers, and practitioners who are interested in understanding the political contexts of education, and who desire to publish. The session is scheduled for Nov. 21 from 1 – 2:20 p.m. in Salon C of the Grand Ballroom of the Anaheim Marriott.

We will be sharing frames for political analysis with participants and discussing how they may best be used for research and teaching. We will also be developing new frames for the collection during the interactive session. If you have any questions about the session, please feel free to contact Ann Allen via email at allen.952@osu.edu. We look forward to seeing you there!

Ann Allen, Julia Ballenger, and Stacey Rutledge
Session Organizers

PEA's Select Committee on Political Frameworks
(2008 – 2009):

Ann Allen (Ohio State University)
Julia Ballenger (Stephen F. Austin State University)
Bruce Cooper, Chair (Fordham University)
Arnold Danzig (Arizona State University)
Vance Randall (Brigham Young University)
Stacey Rutledge (Florida State University)

AERA PROGRAM REPORT

REBECCA JACOBSEN
MICHIGAN STATE UNIVERSITY

This year, AERA established a new peer review process which used panels of expert reviewers to evaluate larger numbers of proposals. The Politics of Education Association had an outstanding response to our request for reviewers, with over fifty members volunteering to become a member of the PEA review panel. From this outstanding pool of volunteers, eight members were selected. The members of the review panel were selected based on their expertise in an area of politics and education, their methodological expertise and their experience with the review process. This purposeful diversity in perspectives ensured that proposals were reviewed by panel members who were able to offer thoughtful and constructive comments.

The PEA AERA program committee then reviewed the feedback from each review panel member to develop this year's AERA program. PEA was allocated 3 program slots for AERA 2010 (one fewer than for 2009) as the result of a decision by AERA's Council to reduce the number of AERA sessions overall. The program committee selected seven papers and one symposium to be presented in Denver. In addition, PEA will be hosting an "Annual Business Meeting and Invited Panel" during which contributors to the 2010 PEA Yearbook will present. PEA members can look forward to engaging in cutting edge research at this year's conference. Please look for these sessions when the program becomes available. We look forward to seeing you in Denver.

2010 AERA Annual Meeting
"Understanding Complex Ecologies
in a Changing World"

Friday, April 30 – Tuesday, May 4
Denver, Colorado

OFF THE PRESS (2009) OMISSION

KYLE INGLE
BOWLING GREEN STATE UNIVERSITY

A submission that was sent to us (within our deadline requirements) from Drs. Clair Smrekar and Ellen Goldring was inadvertently left out of *Off the Press*, an annual list of member publications. As such, Brendan Maxcy and I are including it in this edition of the *PEA Bulletin*. On behalf of the editors, I apologize for this omission.

-Kyle Ingle, Co-Editor
PEA Bulletin

From the Courtroom to the Classroom: The Shifting Landscape of School Desegregation

This book focuses upon new policies on race and schools, the social and political context of (de)segregation, and the consequences of student reassignment strategies for school systems and for the lives of educators, students, and their families. This book is particularly timely in view of the June 28, 2007, U.S. Supreme Court decision (*Parents Involved in Community Schools v. Seattle School District*) that limits the use of race in student assignment and school choice plans.

The book is divided into three sections. Section I, *The Post-Busing Era: Does Race Matter?* underscores the trends that are identified across the subsequent case studies, scrutinizes the social context and legal landscapes that have shaped these new policy imperatives, and considers the implications of new policies on race and schooling for public education in the U.S.

Section II, *Unitary Status: Policy Levers and Legal Landscapes* presents a set of case studies that explore the policy and legal contexts of the implementation of new student assignment plans and school improvement policies following the dismantling of district-wide desegregation plans in

demographically and legally distinctive school districts declared unitary.

Section III, *Consequences of Court-Ended School Desegregation* addresses the outcomes of resegregation on student achievement and future life choices.

From the Courtroom to the Classroom includes chapters by: Jomills Braddock, Charles Clotfelter,

Ronald Ferguson, Adam Gamoran, Roslyn Mickelson, Jeanne Oakes, and Kevin Welner, among others.

Smrekar, C. & Goldring, E. (Eds.) (2009). *From the courtroom to the classroom: The shifting landscape of school desegregation*. Cambridge, MA: Harvard Education Press.

PEA Budget FY10
May 1, 2009 - April 31, 2010

<u>Beginning Balance*</u>	\$5,976.00*
<u>Projected Expenses</u>	
<i>PEA 2010 Yearbook</i>	
<i>Printing and Shipping</i>	\$ 2,225.00
<i>Peabody Journal Education 2009 PEA issue</i>	
<i>Printing and Shipping</i>	\$ 2,225.00
<i>Annual Breakfast Meeting at UCEA</i>	
<i>Room/food/beverage</i>	\$ 600.00
<i>UCEA Honorarium for Speaker</i>	\$ 250.00
<i>Awards and Workshop</i>	
<i>Outstanding Dissertation Award (Stipend)</i>	\$ 250.00
<i>Award Plaques (Dissertation and Colton awards)</i>	\$ 300.00
<i>William L. Boyd National Ed Politics Workshop</i>	\$ 500.00
Miscellaneous	
Postage/Mailing/Marketing	\$ 300.00
<i>AERA SIG management fee</i>	<u>\$ 300.00</u>
	\$ 6,950.00
<u>Projected Income</u>	
Membership Dues	\$6,000
Projected Balance at end FY	\$5,026.00

*This balance represents our actual balance in our AERA account minus pending expenses and income that have not yet been processed.

Post-Racialism in the K-12 and Higher Education Arenas: The Politics of Education in the Obama Administration Era

Guest Editors: Enrique Alemán, Andrea Rorrer (University of Utah) and Laurence Parker (University of Illinois at Urbana-Champaign)

Peabody Journal of Education-Special Issue on the Politics of Education Call for Manuscripts

We, like many of our colleagues, noticed how the political discourse shifted swiftly after the election of the 44th President of the U.S., Barack Obama, in November 2008. Race and racism are topics typically silenced, muted, and/or re-framed toward a discussion of colorblindness. Yet, the historic election of the nation's first African American president has prompted increased calls to "move past race." As the nation's electorate has been praised by some for "not seeing color" for their support of the first President of color, discussions of systemic and institutionalized racism and subsequent inequities have been displaced by claims of a new "post-racial" society. Although proclamations of an end to race and racism are prevalent today, the educational experience for a majority of students of color continues to be mired in inequality and a lack of educational opportunity.

In the study of educational politics, race, and inequity, we are acutely aware of how political discourse and subsequent research and policies are framed by elected officials, political commentators, and intellectuals in the public sphere. Consequently, here we seek to recast our gaze upon power, privilege, policy, and values in the educational process and seek to center discussions of race and contextualization of educational research with this historic election in mind.

In this special issue of the Peabody Journal of Education, we ask:

- 1) What is the state of educational politics in the Era of Obama?
- 2) How is race and racism manifested in educational settings in the U.S. and how has a "post-racial" agenda provided avenues or barriers to educational equity and equal educational opportunities?
- 3) What are the racialized experiences of students of color and how do current policies impact their schooling?
- 4) What political values and assumptions frame the debate about the educational opportunities that exist for students of color, including the achievement gap between them and white students? And
- 5) How do the values and assumptions that underlie education today maintain inequities?

Some of the themes we are hoping authors will address are as follows:

- Structural/Institutional inequalities: How have structural and/or institutional racial hierarchies maintained inequities throughout the educational process? How has the politics of education played a part in this?
- Power and racial hierarchies: What have been the roles of the major political special interests and individuals in maintaining inequities in education?
- Concepts of racism: How has racism been defined as unconscious or being part of a cognitive psychological schema that is used in making political decisions? In what ways does this concept connect to or conflict with gender or social class position when we look at education from a political perspective? How have these concepts of racism manifested themselves through the politics of

education in terms of some wealthy communities using their political influence and tax base to develop good jobs, schools and services through privatization without the use of legal racial barriers?

- What have been the political effects of the 2007 U.S. Supreme Court decision on school desegregation in Seattle and Louisville that endorsed the idea that *Brown v. Board of Education* requires race-neutral policies?
- Neoliberalism's impact on K-12 and higher education: How has individual self-interest in a global economy that is in a recession have political implications for racism in terms of a greater overall tolerance of race, but increasing hostility to it when it comes to competition for scarce jobs, housing, and admissions to universities, and reactions to racial groups seeking these resources for "their kids too?" What evidence do we see of coalitions of racialized communities organizing and countering the changes caused by the neoliberal political agenda?

For this special issue of the Peabody Journal in Education, we invite papers that interrogate these assumptions and values and center discussion that promote and/or challenge them through the politics of education. Submissions may be either qualitative, quantitative or interpretive/conceptual manuscripts that address the questions and areas outlined above will be considered. Manuscripts should meet the 6th edition of APA Publication Manual and a maximum of 30 pages in length. **The deadline for submission is May 15, 2010.** Please direct questions or abstracts to the guest editors: parker3@illinois.edu, Andrea.Rorrer@utah.edu, Enrique.Aleman@ed.utah.edu

Politics of Education Association Bulletin is an official publication of the Politics of Education Association (PEA) and is published two times per year. We encourage authors to submit essays on topics of interest in education policy and politics to the co-editors:

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The Politics of Education Association (PEA) was formed in 1969 as the Politics of Education Society. In 1978, it became the Politics of Education Association, as part of AERA. Interest in educational policy and politics expanded so that in 1987, the Association successfully called for the formation of a new division within the American Educational Research Association. Today, that division is known as Division L: Policy and Politics.

Past Presidents of PEA

Bruce Cooper (2004-2008) Fordham University
Kenneth Wong (2002-2004) Vanderbilt University (currently at Brown University)
Hanne Mawhinney (2000-2002) University of Maryland, College Park
William Firestone (1998-2000) Rutgers University
Jane Clark Lindle: (1996-1998) University of Kentucky (currently at Clemson University)
Robert Wimpelberg (1994-1996) University of New Orleans (now University of Houston)
Betty Malen (1992-1994) University of Washington (now University of Maryland, College Park)
Catherine Marshall (1990-1992) Vanderbilt University (currently at University of North Carolina-Chapel Hill)
William L. Boyd (1990-1992) Pennsylvania State University
William Lowe Boyd (1988-1990) Pennsylvania State University
Michael Kirst (1986-1988) Stanford University
Jay D. Scribner (1984-1986) Temple University (now University of Texas-Austin)
Douglas Mitchell (1982-1984) University of California, Riverside
James G. Cibulka (1980-1982) University of Wisconsin-Milwaukee (currently at the University of Kentucky)

Past Chairs of PEA

Donald H. Layton (1978-1980) SUNY-Albany
David K. Wiles (1976-1978) Miami University (later SUNY at Albany)
David K. Wiles (1975-1976) Miami University (later SUNY at Albany) (completed LaNoue's 1st term)
George LaNoue (1974-1975 -- stepped down after one year) Teachers College (currently at University of Maryland, Baltimore County)
Michael W. Kirst (1972-1974) Stanford University
Mike M. Milstein (1970-1972) SUNY-Buffalo (later University of New Mexico)
David L. Colton (First President; 1969-1970) Washington University; (retired from University of New Mexico)

**Politics of Education Association
2009-10 Appointments**

Executive Board

Lora Cohen-Vogel (Florida State University)
Stacey Rutledge (Florida State University)
Janelle Scott (University of California, Berkeley)
Dorothy Shipps (Baruch College, SUNY)
Tamara Young (North Carolina State University)

Dissertation Award Committee (Staggered 2 year terms)

Christopher Loss (Vanderbilt University) (through April '11)
Betty Malen (University of Maryland, College Park) (through April '10)
Lorraine McDonnell (University of California, Santa Barbara) (through April '11)
Eric Ness, Chair (University of Georgia) (through April '11)
Vance Randall (Brigham Young University) (through April '10)
Dorothy Shipps (Baruch College, SUNY) (through April '10)

Editorial Team, *PEA Bulletin* (2008-10)

William Kyle Ingle, Editor (Bowling Green State University)
Brendan Maxcy, Editor (University of Missouri)
Roxanne Hughes, Managing Editor (Florida State University)

Elections Committee (One year appointment, 2009-10)

Hanne Mawhinney (University of Maryland, College Park)
Thu Suong Nguyen (University of Missouri)
Stacey Rutledge, Chair (Florida State University)

Membership Committee (Staggered 2 year terms)

Tiina Itkonen (California State University, Channel Islands) (2009-2011)
Wayne Lewis (University of Kentucky) (2008 – 2010)
Marla Sanders, Chair (Francis Marion University) (2008-2010)

Program Committee (One year appointment, 2009-10)

Carolyn Herrington (Florida State University)
Rebecca Jacobsen, Chair (Michigan State University)
Leslie Siskin (New York University)
Marcus Weaver-Hightower (University of North Dakota)

Program Review Panel (One year appointment, 2009-10)

Laurence Boggess (PennState University)
Thomas Davis (University of Maryland, College Park)
Lance Fusarelli (North Carolina State University)
Jane Lindle (University of Kentucky)
Hanne Mawhinney (University of Maryland, College Park)
La'Tara Osborne-Lampkin (University of North Florida)
Kyo Yamashiro (Independent Consultant)
Tamara Wilder (University of Michigan)

Publications Committee (Staggered 2 year terms)

Ana Martinez Aleman (Boston College & *Education Policy*)

Bob Johnson (University of Utah) (through April '11)

Gerardo Lopez (Indiana University, Bloomington) (through April '10)

Kathryn McDermott, Chair (University of Massachusetts, Amherst) (through April '10)

Michael McLendon (Vanderbilt University) (through April '11)

V. Darleen Opfer (University of Cambridge) (through April '10)

Janelle Scott (University of California, Berkeley) (through April '11)

Michelle Young (University of Texas, Austin) (through April '11)

Scholarship & Service Awards Committee (Staggered 2 year terms)

Julia Ballenger (Stephen F. Austin State University) (through April '11)

Stephen Coffin (Montclair State University) (through April '11)

Betty Malen, Chair (University of Maryland - College Park) (through April '10)

Patrick McGuinn (Drew University) (through April '11)

Doug Mitchell (University of California - Riverside) (through April '10)

Select Committee on Web site Redesign (One year appointment, 2009-10)

William Kyle Ingle (Bowling Green State University)

Joseph Todd Emerson (George Washington University)

Stacey Rutledge, Chair (Florida State University)

William L. Boyd National Education Politics Workshop sponsored by PEA and UCEA (One year appointment, 2009-10)

Katrina Bulkley (Montclair State University) (Organizer - PEA representative)

Gerardo Lopez (Indiana University, Bloomington) (Organizer – UCEA representative)

Become a member of the Politics of Education Association

Membership Benefits

In addition to its presence on the AERA program, PEA membership provides members with an electronic PEA Bulletin (the Association's newsletter), recent publications, and information about upcoming conferences, books, articles, and events related to the politics of education. Members also receive the special double issue of *Educational Policy* (January/March) which serves as the annual yearbook of the Politics of Education Association and a biennial special issue of the *Peabody Journal of Education*. The association also maintains its own web site <http://www.fsu.edu/~pea/>; offers course materials for teaching courses related to the Politics of Education, POETS (Politics of Education Teachers Services); sponsors timely presentations from senior scholars and political insiders; and provides mentoring for new faculty and graduate students.

Join PEA

Since the Politics of Education Association is a special interest group (SIG) of the American Educational Research Association (AERA), you can join PEA when applying for a new AERA membership or renewing your AERA membership.

If it is not time to renew your AERA membership, then you can still join or renew your PEA membership online by:

- >Go to AERA homepage <http://www.aera.net>
- >Login
- >On the left toolbar select ***Member Homepage***
- >Under Profile and Member Benefits, select ***SIG Memberships***
- >Above SIG Memberships, select ***Purchase Additional SIG Memberships***
- >**\$40 (faculty)**
- >**\$20 (student)**

Please note that all SIG memberships will *expire* at the same time the AERA membership expire—generally, at the end of the year.

If you are not a member of AERA, then you can still join or renew your PEA membership by downloading a copy of the [membership application](#) and sending it in with a check in the amount of \$40 for faculty and \$20 for students payable to the **Politics of Education Association** to Tamara Young at the following address:

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North Carolina State University
Raleigh, North Carolina 27695-7801