

**Society of Professors of Education Meeting**  
**New Orleans Marriott**  
**Iberville Room**  
**Saturday, April 9, 2011**  
**12:00pm - 4:00pm**  
**All Are Welcome**

The *Society of Professors of Education (SPE)* is a professional and academic association open to all persons engaged in teacher preparation and related activities. Its purpose is to serve the diverse needs and interests of the education professorate. The Society's primary goal is to provide a forum for consideration of substantive issues, tasks, problems, and challenges confronting professional educators. *SPE* is an interdisciplinary organization that began in 1902. Founding members included John Dewey, Charles De Garmo, and Walter B. Jacobs. Several other noteworthy early members were William Kilpatrick, George S. Counts, Elwood P. Cubberley, Harold O. Rugg, Edward L. Thorndike, and George Herbert Mead symbolizing the diverse interests and ideological variety of the organization. Its current members include several award winning theoreticians, researchers, and practitioners in education.

12pm - Introductions/Announcements

12:15pm - The Mary Anne Raywid Award and Lecture

1:30pm - The Wisniewski Award for Teacher Education - Lewis & Clark College

2pm - The De Garmo Award and Lecture

3:15pm - Business Meeting

**Mary Anne Raywid Award & Lecture - William Watkins, University of Illinois**

***Social Reconstructionism: Issues and Problems***

In this paper I begin with a recounting of the 30s Social Reconstructionist movement. I then cover its origins, activities, views, and demise. I assess what held this movement together and what contradictions it faced. Finally, I move to today's radical educational reformers looking for lessons to be learned from the past.

**De Garmo Award & Lecture - Bill Schubert, University of Illinois**

***The Society of Professors of Education: Distinguished Past and Promising Possibilities***

Situating SPE in its beginnings in 1902 with Charles DeGarmo, John Dewey, and others, Schubert will propose possibilities for foundations work that embraces diverse possible constituencies today. He will argue that there is considerable need renew interest in and action upon central curricular questions and practices that characterize educational foundations and reach out to offer community with the next generations of scholars in all sub-fields of education.

The salient questions need to be addressed in inter-disciplinary ways from diverse cultural, international, philosophical, and ideological perspectives -- particular indigenous ones. Such questions focus on what is of worth, where it comes from, and who benefits or is hurt. They deal with how we can consider such matters, cultivating a better world, with faith in human potential. They invoke critique of policy directives that see education as a mere tool of the competitive ethos.