

From the Editor . . .

Dear Readers,

The School of Education at The College of William and Mary facilitates research and learning in a wide variety of education related fields. For students studying here, this array of opportunities grants us access to perspectives beyond our own experiences and specialized fields. As we become immersed in education, we learn that the conversations outside the classroom are just as important as the ones inside the classroom. We learn that networking, collaborating, and building relationships with our peers and professors are the foundations of the School of Education community. These experiences generate positive and powerful discourse regarding the complexity and diversity that is the field of education. It was one of these conversations that sparked the momentum to create a publication for and by School of Education students. We hope The William and Mary Educational Review provides one more venue to expand and deepen these relationships, learning experiences, and sense of community that make the School of Education.

I am proud to have been a part of our inaugural effort over the past school year. From the beginning, I approached the WMER with a threefold purpose that has guided our actions and decisions over the past year. The purpose of the WMER is to:

1. Provide a venue for School of Education students to publish their original work;
2. Give students the opportunity to be a part of the process of publishing works in a peer-reviewed journal; and
3. Share with the community the work being done to enhance education and scholarship at The College of William & Mary School of Education.

I am also so proud of the dedicated group of student volunteers who have worked tirelessly to make the WMER a reality. The dedication, knowledge, collaboration, time and effort of these students is substantial and remarkable and speaks highly of the professionalism, generosity, and persistence of the students of the School of Education at The College of William & Mary.

At its most fundamental level, the WMER is designed to be a learning experience for the students who submitted manuscripts and for the students who worked to review manuscripts and create the publication. Through feedback and conversation, we became more knowledgeable and experienced writers, researchers, collaborators, and educators.

We designed the WMER to be able to include the participation of all students who are a part of the School of Education community, from undergraduate and graduate students just beginning their careers to experienced teachers, administrators, and counselors who are seeking an advanced degree. The WMER hopes to celebrate and facilitate learning from all of these perspectives and experiences. To that end, there are two sections of the journal. The Wren's Nest is for short, more informal pieces that represent a wide range of perspectives, opinions, and points of view related to education. The main body of the journal includes formal manuscripts that must adhere strictly to APA style guidelines and represent rigor and depth in content. These manuscripts are subjected to a blind peer review process before ultimately being voted on by the members of the Executive Board. Every student who submits a piece to the journal, whether or not it is accepted for publication, receives formal written feedback on her/his work.

Whether you are a researcher, policy maker, advocate, administrator, teacher, counselor, or school psychologist; focused on preK-12 or higher education; focused on public or private, local, state, national or international education, we all have something to learn from each other. Our fields are interwoven and interdependent. I hope,

even in a small way, that the pieces published here will help you to look at your role as a student and educator a little bit differently; start dialogue about education practice and policy and how they affect schools, communities, and families; or better meet the needs of the people whom you serve. The pieces in the first edition of the WMER address a wide variety of topics including teacher salaries, first generation college students, self-compassion, military veterans and personal looks at the every day lives of students.

Sincerely,

Kerrigan Mahoney
Editor-in-Chief

Executive Board

Editor-in-Chief: Kerrigan Mahoney
Managing Editor: Kristen Tarantino
Production Editor: Sharon L. M. Stone
Director of Marketing: Ma Hua
Director of Public Relations: Julie K. Marsh
Copy Editors: Amy Schmidt and Alexis Harvey

Editorial Board

Angelo Letizia
Paige Hendricks
Leslie Bohon
Diana Theisinger
Victoria McLaughlin
Jeffrey Christenson
Tehmina Khwaja
Lori Andersen

Faculty Advisors

Jamel K. Donnor, PhD
James P. Barber, PhD

The History of the Wren's Nest

The story behind the name...

A Scottish fable tells the story of the Eagle and the Wren:

THE Eagle and the Wren once tried to see who could fly highest, and the victor was to be king of the birds. So the Wren flew straight up, and the Eagle flew in great circles, and when the Wren was tired he settled on the Eagle's back.

When the Eagle was tired he stopped, and--

"Where art thou, Wren?" said the Eagle.

"I am here above thee," said the Wren.

And so the Wren won the match.

The history behind the name . . .

The Wren Building on the campus of William and Mary is the oldest college building in the United States. Gutted by fire three times – in 1705, 1859, and 1862 – the interior of the structure was rebuilt, but the building itself remains the heart and soul of William and Mary. It is for both of these qualities - resiliency and perspective - that the name *The Wren's Nest* was chosen for the front section of The William & Mary Educational Review.



On the Cover . . .

The WMER logo was designed by Derek Struiksmma and was selected as the winner of our contest earlier this year. Derek is a full-time MBA student at William & Mary, concentrating in marketing. He enjoys traveling, photography, and spending time with his wife and daughter. Congratulations, Derek!