

Critical Questions In Education: Volume 1, Issue 2

The Academy for Educational Studies
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Dearest Colleagues:

At the last writing, I was freezing my you-know-what off in the tundra of the Midwest (along with many/most of our Academy friends) in one of the coldest winters on record...now I long for some of that cool, cool weather as we endure one of the hottest and wettest summers in recent memory. However, nothing can dampen my excitement in presenting this, our second issue, of *Critical Questions in Education*. Certainly any first issue, of anything (children, for example), is a reason to celebrate; on the other hand, a second issue might be even more exciting because it indicates growth, the beginning of a legacy, and, maybe most importantly, some momentum.

This little journal of ours has momentum.

Steve Jones and I have talked interminably about our vision for the journal specifically as well as the Academy more generally and some of those discussions about the journal have revolved around questions of a regularly changing journal theme; you might remember that the first issue was oriented around the general notion of spirituality in education—a theme consciously chosen. Call it divine intervention or just dumb luck, but this issue has organized itself as a precursor to the Academy's upcoming conference question in Chicago: "How should teachers be prepared?"

In this second issue of volume one, you will find a compelling history of New College, at Teacher's College, Columbia, in the decade of the 1930s—a period strangely reminiscent of today; and, one that Sonia Murrow of Brooklyn College, CUNY, suggests has serious implications for current teacher preparation programs. Dave S. Knowlton of Southern Illinois Edwardsville argues that university teachers might be well served in constructing an unconventional classroom milieu that minimizes typical grading schemes, invites spirituality into the classroom, and allows students to authentically participate in their own education. Based on the work of Stephen Covey, Dave's suggestions might well impact our teachers in the trenches of both private and public Pre K-12 schools, as well as university teaching.

In the third article of this issue, Fernando Naidtich of Montclair State University argues that reading teachers can develop a habit of social activism among students via a generally Freirean approach to reading instruction and provides an example that exemplifies the activist orientation such an approach can inspire. Finally, Lynda Leavitt and Beth Kania-Grosche review the history and current standing of the national standards movement—one that certainly impacts teachers at every level, every day.

In addition to these original pieces, we have two book reviews: Steve Jones gives us his take on Kieran Egan's book, *The Future of Education: Reimagining our Schools from the Ground Up*; and, Jessica Heybach of Aurora University/Northern Illinois University provides an analysis of Diane Ravitch's "about-face" book, *The Death and Life of the Great American School System: How Testing and Choice are Undermining Education*. Yes, this issue has organized itself.

You will also find our regular video essay section, something we hope to continue as it gives a face to the name. This issue features Kieran Egan and David Owen—each discussing issues directly germane to the question of teacher preparation.

Before I leave you to your reading, I want to once again thank our ex-graduate assistant, Becky Migas...she has (darn her) gone off and graduated; but, has been kind enough to teach this old editor some new tricks. That is to say, if you have any comments or complaints about our online journal presence, email me. Webmaster was never a title I wanted...any volunteers out there? Thanks Becky, and good luck with life after graduate school. We miss you.

Enjoy.

PAX,

A handwritten signature in cursive script that reads "Eric C. Sheffield".

Eric C. Sheffield, Editor
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