

## *Critical Questions In Education: Volume 3, Issue 1*

The Academy for Educational Studies  
Missouri State University  
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Dearest Colleagues:

Happy belated holidays from the Academy for Educational Studies! It is with great excitement and some relief to announce that *Volume 3, Issue 1* of *Critical Questions in Education* is now available. Before describing this latest edition, I want to take a minute to let you know of a couple of *CQIE* matters that have transpired over the last months.

My Mom always advised delivering the not-so-good news first: our submission rate has suffered what I hope is simply a sophomore slump. Our second year numbers were only 2/3 what they were the first year. I do suspect that this is a typical sophomore happening; on the other hand, please, please, please let your colleagues know of our existence and encourage them to submit manuscripts. The flip side to that drop in submissions is that (and it seems our reviewers agree) the quality of the submissions is certainly higher. The trick, of course, is to keep both at a healthy rate.

The better news is that any day now I hope to hear from EBSCO that they have finally and officially indexed *CQIE*. At last communication they were developing a new database—one they felt needed to be developed for our type of journal; *CQIE* will be a flagship member of that new database and indexing with EBSCO will certainly help our visibility. I am also looking into being indexed by other such organizations.

And with that news out of the way, onto *Volume 3, Issue 1*. Each of the past issues has, mostly serendipitously, consisted of articles that “spoke to one another.” The current issue is no different and is held even more tightly together with a common strand: the experiences and voices of pre-service teacher candidates. The first piece, penned by Cathy Pearman and Shirley Lefever-Davis takes up the alarming rate of teacher attrition; however, instead of looking at school/professional reasons why teachers leave, their research investigates the root of attrition in teacher education programs. Their insightful piece is followed by a suggestion: incorporating an aesthetic pedagogy into pre-service education can ignite a necessary zeal for teaching. In this piece, Barbara Clark and James Joss French explain how they have infused an aesthetic understanding (*ZEAL*) into their teacher education program and the impact this aesthetic pedagogy is having on their students.

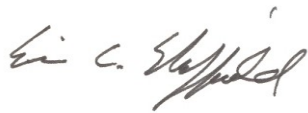
In staying with the theme of aesthetics, Jessica Heybach takes up the most difficult issue of our time: war. Couching her argument in critical theory/pedagogy, John Dewey’s aesthetic understanding, and “difficult knowledge” as conceived by Deborah Britzman, Heybach describes

her experience with a group of teacher candidates who “stumbled upon” some very powerful images—an experience that holds some equally powerful pedagogical understandings. Finally, Deanne Camp looks into one of the more consistent educational conundrums: transferring learning from “here” to “anywhere.” Relying on the theory behind learning transfer and insights from teacher candidates, she investigates the whys and how’s of helping our teacher candidates create classrooms that ensure learning is being transferred in important ways.

This issue also has our regular book reviews and a video essay. Stephen Vassallo and Lynn Zimmerman review Julie Gorlewski’s book, *Power, Resistance, and Literacy: Writing for Social Justice*; and, Karla Smart-Morstad reviews *Thinking-based Learning: Promoting Quality Student Achievement in the 21<sup>st</sup> Century* by Robert J. Swartz, Arthur L. Costa, Barry K. Beyer, Rebecca Reagan, and Brian Kallick. Our video essay, *The Strange Social Life of Teenagers*, is by Mark Bauerlein, author of *The Dumbest Generation* and keynote speaker at our last Academy conference in Kansas City. Bauerlein’s essay examines the major shifts that have happened to the social lives of our young adults, particularly over the last several decades, and its impact on learning.

In closing, I want to extend my gratitude to our reviewers: without their thankless work, this project would simply and quickly die on the vine. Also, kudos to Steve Jones (Academy Director), the members of the Academy Executive Committee, and our graduate student Libby Toth for putting together another very successful Academy conference this past fall in Kansas City. I hope you enjoy this issue of CQIE...

PAX,

A handwritten signature in cursive script that reads "Eric C. Sheffield". The signature is written in dark ink and is positioned above the printed name.

Eric C. Sheffield, Editor  
*Critical Questions in Education*