



*Critical Questions In Education: Volume 6, Issue 1*

The Academy for Educational Studies  
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Colleagues and Friends of the Academy:

Welcome to Volume 6, Issue 1 of CQIE! We are excited to mark the beginning of our sixth year in existence. Before getting to an overview of this issue, we have a couple of Academy updates.

If memory serves, in introducing our last issue we outlined several major Academy “developments” including most importantly our move away from Missouri State University and toward establishing the Academy as a national nonprofit organization. Academy Director Steve Jones and the Executive Board have been hard at work with that ongoing endeavor. In the next several weeks you will see two fruits of that labor: a second *Critical Questions Conference* in San Diego and a new web site not connected to Missouri State University. This second *Critical Questions Conference* of this academic year will feature Academy Talks with Gary Orfield of UCLA’s Civil Rights Project and Francisco Ramirez of Stanford University’s International Comparative Education Program. As for the new web home, we hope you will remain patient as we move in to [academyforeducationalstudies.org](http://academyforeducationalstudies.org)—it will be a work in progress for at least the next month or two if not longer.

And, with that news out of the way, onto *Volume 6, Issue 1*. As with several past issues of *CQIE*, this latest has a theme holding it together: preparing teachers for racial and ethnic (in)justice. We never plan such themes (excepting, of course, in the case of our special theme issues), but it is nice when articles work in concert as these certainly do. This theme is particularly interesting and timely in light of the recent national fervor that began in Ferguson Missouri—a quick three hour drive east of Springfield. The first piece is an examination of utilizing “race dialogues” in teacher preparation classes as the means to understand poverty’s impact on our pre-service teachers’ future students. This engaging pedagogical journey is followed by another: incorporating service-learning field experiences into a social foundations class. Our third and final manuscript of this issue once again takes up questions of ethnic/racial justice in examining the value that a “funds of knowledge” understanding can have for teachers preparing to teach Mexican and Mexican American students. We also have our regular book review piece; Austin Pickup reviews Benjamin Baez’s recent monograph on “Governmentality” in the “Information Age.” Finally, we once again have a spotlight video essay—an *Academy Talk* with comparative educator Stephen Heyneman of Vanderbilt.

In closing, we once again extend our gratitude to our peer reviewers: without their thankless work, this project would simply and quickly die on the vine.

PAX,

Eric C. Sheffield, Founding Editor

Jessica A. Heybach, Associate Editor