



Critical Questions in Education: Volume 7, Issue 1

The Academy for Educational Studies

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Colleagues and Friends of the Academy:

Welcome to Volume 7, Issue 1 of *CQIE*! Before getting to an overview of this issue—the first issue of our seventh year in existence—we have a couple of Academy updates.

First of all, our Director Steve Jones and his very talented wife Jackie (with, of course, some minor input from the Academy Board) are almost done working their way through the forrest of paperwork entailed in getting non-profit status. We are all very excited to see the light at the end of that proverbial tunnel! Secondly, and as many of our readers know, the Academy hosted a very successful conference in Baltimore this past November and we are gearing up for our second one to be held in San Antonio next month. Steve has once again lined up a wonderful slate of thoughtful talks...and, San Antonio in February? What's not to like! Finally, be on the look out for not one, not two, not even three Academy publications in the coming months. We have slated two theme issues (both on the nature of educational research) in addition to our regular summer publication of *CQIE*; and, our annual theme issue of *Thresholds in Education*—on teaching controversy—will be coming out in early summer as well.

And so, Volume 7, Issue 1. Our first article in this very full issue is penned by Amy Rector-Aranda and it takes up one of the contemporary burning questions in education: the role of race in relation to what Rector-Aranda calls the “fairytale of equitable education.” Utilizing Critical Race among others, Rector-Aranda examines possibilities for turning the fairytale into reality. Amy's piece is appropriately followed by Gale McEachron's analysis of how our poor and homeless are portrayed in commonly used social studies textbooks. With the analysis, McEachron provides suggestions for how text books might help narrow the gap between what images of poverty tell us and what the truth of poverty actually entails. McEachron's manuscript is followed by a study conducted to investigate the correlation between the length of time our pre-service teachers spend in the field and their levels of self-efficacy. Theresa Dorrel, W. Sean Kearney, and Esther Garza find that, in fact, general teacher efficacy is correlated rather highly with increased pre service field placements. Our final regular piece by Aaron Kuntz returns us to theory. Kuntz examines the nature of truth-telling within the context of some bizarre events at a major southeastern university—a very interesting set of happenings for sure.

We close this first issue of 2016 with two book reviews and our regular video essay. Amy Stich reviews Ann Aviles de Bradley's monograph on the intersections of race, homelessness, and urban living while Neal Jarrett gives his take on our own Steven P. Jones' recent book, *Blame Teachers: The Emotional Reasons for Educational Reform*. Finally, for your viewing and listening pleasure, we end with an Academy Talks video with Francisco Ramirez of Stanford University.

PAX,

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