



## *Critical Questions in Education: Volume 7, Issue 2*

The Academy for Educational Studies

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Colleagues and Friends of the Academy:

Saddened...that is how we are feeling with the publication of Volume 7, Issue 2 of *CQIE*. We are only several days past yet another shooting at yet another public space with yet another too-easily-obtained assault rifle. Our hearts are with the families of those gunned down in Orlando Florida. It seems a critical question in education and society-wide that simply must be addressed. For a nice statement on the matter from educators in the US, see the AERA statement released yesterday.

Before moving onto this issue's articles, your regular Academy update: plans are moving quickly for our two annual meetings. The first of those, a symposium on school/student/teacher perfection is set for beautiful Salt Lake City Utah on October 3<sup>rd</sup> & 4<sup>th</sup> and our second meeting (with planning ongoing) will be in New Orleans sometime in February or March. More on that to come in the next several weeks—visit our web site soon for details.

Publishing articles that are often eclectic in subject matter, it's always a bit of a mystery as to how they will ultimately fit together, or not—particularly so in larger issues such as this. However, once again, we have found the connections between articles in this issue...intriguing. The first article by Michael H. Romanowski and Tasneem Amutullah takes us to education reform in Qatar suggesting that critical pedagogy might be the key to that country's successful reform movement. David C. Martin follows this analysis with some social capital thoughts as to why more ethnic minorities and women do not attend the STEM "party" and suggests ways more might be encouraged to do so. Continuing the discussion of issues of social/cultural capital, Gilbert Brown, Beth Hurst, and Cindy Hail make the argument that a crucial aspect of developing the capital required to access our economy can be found in early reading experiences. Mac T. Hines III continues this theme in his examination of white fragility among pre-service administrators. Our regular manuscripts end with Christine D. Kunkel's analysis of indicators of success for graduates of a progressive, urban high school. Dr. Kunkel's discussion centers as well on issues that fall into the question of whose social/cultural capital is most often valued. Finally, Kimberly White reviews a new book edited by James Ryan and Denise Armstrong: *Working (With/Out) the System: Educational Leadership, Micropolitics, and Social Justice*.

And so, we leave you to your reading...and maybe with more meaning than it has had with past issues, we wish our readers and the world generally a good dose of peace...we could certainly use it right about now.

Eric C. Sheffield, Managing Editor

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