



Critical Questions in Education: Volume 8, Issue 3

The Academy for Educational Studies

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Colleagues and Friends of the Academy:

Welcome to Volume 8, Issue 3 of *CQIE*! This has been the journal's busiest year to date as we have (already) published one special issue and our two regular issues—and, another special issue is yet to come in 2017. Look for Sophia Rodriguez's guest edited issue on research as activism later this fall. Academy Director, Steve Jones, has also been diligently working on our next conference/symposium series. Our 2017 symposium will be held October 30-31 in Pittsburgh, PA; and, our 2018 conference in Portland, OR, March 5-7. The issue to be investigated in Pittsburgh is, "What vision of public education—and of the young people who will graduate from our high schools and colleges—should animate the work of teachers and school administrators, as well as that of teacher educators and their students?" The conference theme for Portland will be coming soon. Again, point your browsers to academyforeducationalstudies.org for all of our "goings on."

We have in Volume 8, Issue 3, a wonderful set of manuscripts as well as two book reviews. In the first article, Sonia Murrow and Mary Rose McCarthy bring us the intriguing story of Teachers College and its early identity struggles: to serve? Or, to professionalize? And, as is always the case, this historic tension is alive and well today. Following this, Casey O'Meara presents the findings of his instrumental case study on the impact of service learning projects (Casey's answer seems to be, "to serve") on post-secondary students. Our third piece, penned by Martha Donovan and Richard Lakes, reports on their analysis of school marketing programs that advocate for enrollment in International Baccalaureate Programmes. And, our final "regular" manuscript, by Steven and Jaydi Funk, shares their findings on the success of the Youth and Gender in Media Project arguing that we might be best served by moving from a pedagogy of vulnerability to one of resilience, particularly in regards to our LGBTQ students. Finally, we have two book reviews: Yosin Khoshhal reviews Laura Ahearn's *Living Language: An Introduction to Linguistic Anthropology* and Amy Kelly provides insights into Mercedes K. Schneider's *Common Core Dilemma: Who Owns our Schools?*

And so, we leave you to your reading with as always, our wish that you are visited with a good dose of peace—something we could all certainly use at this moment in history.

PAX,

Eric C. Sheffield, Managing Editor

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