



## *Critical Questions In Education: Volume 5, Issue 2*

The Academy for Educational Studies  
Missouri State University  
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Dearest Colleagues:

Welcome to Volume 5, Issue 2 of *CQIE*—marking (almost) our first five years in existence and which comes with an (almost) about-face stylistically. First, the almost about-face style matter: after deciding to shift from APA to Chicago, and experimenting with both APA and Chicago during that transition, we have decided to stick with an either/or policy on style, APA **or** Chicago, depending on the nature of the submission. Those changes will, in the coming days, be reflected on our website. Volume 5, Issue 2 is the last of our regular twice-a-year publications for year five; however, we will mark the end of our fifth year with a fall special theme issue on education and homelessness—an issue that is shaping up to be quite intriguing indeed.

As to the present issue, we once again offer a variety of perspectives on both contemporary and perennial educational questions. Our first and last manuscripts in this issue are also a first for *CQIE*—a reprint of an article first published nearly thirty years ago and a second article by that same author. Our dear friend and mentor Rob Sherman submitted an article (the last essay in this issue) for publication and after it was accepted, Rob mentioned that he had always thought the article (*Carpentry Is Intellectual Work*) would work well as a “bookend” to an article he published originally in the *Journal of Thought* (JOT) in 1985, *Philosophy With Guts*. With the gracious permission of JOT, we are able to publish both...in bookend style.

Following Sherman’s classic discussion of the separation of thought and emotion in “Guts,” Becky Noël Smith examines systemic modes of oppression utilizing the philosophical metaphor of the cage. Borrowing from Marilyn Frye, Smith argues that some important “collateral” insights into institutional, “intersectional,” oppression can be garnered in an extended look at the cage metaphor. Smith’s article is followed by a program suggestion to aid struggling preservice teacher candidates. Maureen Kincaid and Nancy Keiser describe how their institution provides intense interactive support for their future teachers via a close “monitoring” system and provide evidence of its success in several student case studies.

The fourth article of this issue is a quantitative study investigating the “predictability” of post-secondary school attendance based on important “community expectancy” factors. Dr.’s Derden and Miller suggest that there exist important community factors in determining attendance and retention for students entering postsecondary education. Our regular essay section closes with our second “bookend”: Rob Sherman examines carpentry and its intellectual nature as the means to understand John Dewey more clearly and suggest that philosophical work, particularly in education, entails thought, emotion, and action.

We also have our regular review and video essay. With some consternation, we close our print portion of this issue with a review of a book we know very well: *Dystopia & Education: Insights into Theory, Praxis, and Policy in an Age of Utopia-Gone-Wrong*. We know it well, because, well...it's our book! Therapy aside, Courtney Smith-Nelson provides an insightful critique—and one we are very happy to have printed here. Our video essay is entitled, *The Academy Talks with Linda McNeil*. Linda was gracious enough to attend our conference in San Antonio last October and sat down for a chat with Steve Jones about contemporary issues in public schools.

As we hope most of you know, The Academy for Educational Studies continues to grow. This year we have expanded our conferences across the country to include two venues and dates: Louisville in October and San Diego in April. We hope you will join us for one (or both) of these rich conference opportunities. Information can be found at our website.

In closing, we want to extend our gratitude to our peer reviewers: without their thankless work, this ongoing project would simply not be possible.

PAX,

Jessica A. Heybach, Associate Editor

Eric C. Sheffield, Founding Editor