



Critical Questions in Education: Volume 17, Issue 1

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Readers of *CQIE*,

Happy New year! And, Happy Year Seventeen of *CQIE*.

I have, in past issue introductions, waxed a bit political...all I can say at this moment is, whew, what a mess we are in...I'll leave it at that.

Before getting to this first issue of year seventeen, I want you to know that the Academy is looking for a new editor or editorial team for both *CQIE* and *Thresholds*. After sixteen plus years, I am ready to pass the torch. Should you be interested, send me an email.

Volume 17, Issue 1 provides some thoughtful play between the article topics. Ginney Norton starts us off with a historical case study analysis of moral panic and how that moral panic has been used, and still is used, to suppress marginalized voices. Madalina Tanase and Dilek Kayaalp follow Norton on one of those historically marginalized groups of voices. They present a study analyzing the ways black students are “pushed down the school-to-prison pipeline.”

Our third article, penned by Benjamin Brumley, Lauren Brumley, and Dana Morrison reminds us of the historic connection between eugenics and testing—a history worth remembering in light of current continual testing of students. The fourth piece brings us back to the very current and continuing question of social media’s impact; in this case, its impact (or not) on teacher stress. Finally, Volume 17, Issue 1 closes with a curriculum suggestion culled from the writings of Edward Abbey. Matthew Clay and Paul Parkison suggest that “monkeywrenching” curriculum, as an act of care (and subversion), is meaningful work.

I hope everyone stays warm as we march ever so slowly toward spring. And, as always, Happy Reading!

PAX,

Eric C. Sheffield, Editor
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