

Journal of Critical Thought and Praxis

ISSN: 2325-1204. Journal homepage: <https://www.iastatedigitalpress.com/jctp/>

Volume 10, Issue 2, 2021, <https://doi.org/10.31274/jctp.12431>

Letter from the Editor

Travis Gratteau-Zinnel, *Iowa State University*

Recommended Citation

Gratteau-Zinnel, T. (2021). Letter from the editor. *Journal of Critical Thought and Praxis* 10(2).
<https://doi.org/10.31274/jctp.12431>

Copyright and Open Access

© 2021 Travis Gratteau-Zinnel



This article is licensed under a [Creative Commons Attribution-Noncommercial \(CC BY-NC\) 4.0 License](https://creativecommons.org/licenses/by-nc/4.0/), which permits any sharing and adaptation of the article, as long as the original author(s) and source are credited and the article is used for non-commercial purposes.

The *Journal of Critical Thought and Praxis* is published by the Iowa State University Digital Press (<https://press.lib.iastate.edu>) and the Iowa State University School of Education (<https://www.education.iastate.edu>)

Hello *JCTP* readers!

Speaking on behalf of the entire *JCTP* editorial board, we are excited to share our second issue of Volume 10. Our previous issue launched our conversation around politics and education. This issue, *Politics, Purpose, and Education: What/Whom Do Each Serve?*, comes to you following over a year of COVID-19 struggles, including P-20 students learning from home, continued economic uncertainty, and perpetuated racial tensions.

In this continuation, authors submitted their work under four themes: Egalitarianism, Economical, Humanistic, or Civic. These themes were based on Zion and Blanchett's (2017) interest areas embedded in United States education. Throughout this letter, I have included the themes in [brackets], so as to inform you, the reader, which interest area authors felt best represented their work.

This issue begins with a piece by Abby C. Emerson, Jacqueline M. Cofield, and Maureen W. Nicol's *Parenting as Political Acts of Love and Resistance* [humanistic], is a co/autoethnographic which provides a critical perspective on whose parenting is seen as political and the intersection with formal schooling and other experiences with informal education towards a political end.

Quynh Dang's article, *Representing Gender Roles and Harmony in Friendship: A Moral Lesson for First Grade Vietnamese Students* [humanistic] explores gender representations in moral education lessons through the social actor relationships framework as a means to analyze gender binaries and expectations of gender roles in visual images.

Hoang Do Pham and Jeremy Edwards offer critiques of the college admission process. Pham's literature review [egalitarian], *The Personal Statement as a Marginalizing Rhetorical Device: Merit and Racism in College Access*, examines the personal statement, merit, race, and racism through the application of colorblind and race-neutral processes. This piece specifically considers the importance of race as a feature of applicants' narratives within their personal statement. Edwards seeks to create a discussion around issues of college admissions for Black students seeking admission to predominantly white institutions (PWIs) in the article, *Black Pathways: Examining the History of Race Considerations in College Admissions at Highly Selective Campuses*.

Eric Macias, in *A New Purpose in GED Education: Towards the Empowerment and Civic Engagement of "Push Out" Youth* [civic], adds to the educational conversation by addressing the ways students of color may be pushed-out of traditional high schools before graduating. This piece highlights the General Education Development (GED) program as a positive educational alternative to traditional forms of compulsory P-12 education.

Social control through state and federal legislation are discussed in relation to service learning in Colleen Rost-Banik and Carmine Perrotti's [economic] piece, *Shaping Service Initiatives through Neoliberal Economic and Governance: An Analysis of Policy Makers' Rhetoric*.

The final three manuscripts featured in this issue are of poetry or prose. This section begins with Josephine Amoakoh sharing the woes of an American teacher in the [egalitarian] piece, *Egalitarian Education: Playing the Game of Equality in a Stratified Society*. Araba Osei-Tutu follows with an [humanistic] prose entitled, *The “Sider”: Narratives of Marginalization and Power*, drawing attention to the navigation of racialized figure as she navigates different educational and social contexts. This issue concludes with a [civic] poem by Angeline Dean. Dean calls readers to check their assumptions made through language choices and truly know the author and their community.

On behalf of the board, I am excited to announce that Abby C. Emerson, Jacqueline M. Cofield, and Maureen W. Nicol’s piece, *Parenting as Political Acts of Love and Resistance*, has received the **Dr. Isaac Gottesman Featured Contribution to Critical Thought and Praxis** designation. This designation is given to one piece of submitted work from every issue that represents Isaac’s appreciation for critical thought and the board’s mission. The research presented by Emerson et al. examines three diverse perspectives on navigating motherscholar identities while navigating all the challenges that took place during the pandemic. This research, a co/autoethnography, was conducted during the COVID-19 pandemic and sought to address not only the political nature of (formal) education within schools, but also the political nature of parenting (informal education).

We hope that you enjoy the second issue of *Politics, Purpose, and Education: What/Whom Do Each Serve?*. We invite you to continue watching our social media accounts and your email for an upcoming call for papers. Please consider contributing! Thank you all for your continued support of JCTP.

Travis Gratteau-Zinnel
Senior Editor