

## From the Editor

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In this issue I begin my role as editor of the *Journal of Thought*. As the new editor and a novice at editing, I first wish to thank Doug Simpson for both his editorship and stewardship of the journal over the past several years. Under his guidance, *Journal of Thought* has made the transition from a print journal to a totally on-line one. While managing this transition, he has maintained high editorial standards and presented readers with a variety of perspectives and voices on some of the critical issues of the day.

Similarly, I would like to thank Alan H. Jones for the assistance and guidance he has given me in putting together this, my first issue. As the long-time publisher of *Journal of Thought*, Alan has been an invaluable guide as I put this first issue together.

I hope you will find reading this issue as interesting as I have found editing it. Wayne Journell leads off with a timely and closely reasoned argument on the need for teachers, and especially social studies teachers, to create diverse public spaces in their classrooms, as opposed to using their discipline to build a “unified narrative,” which distorts the real diversity and conflict of the American experience while simultaneously marginalizing American citizens whose stories are excluded or whitewashed in creating a falsified and homogenized narrative.

Tom Culham and Heeson Bai also point to the importance of context and specificity of cultural context by arguing that, while there is substantial evidence that the development of emotional intelligence as conceived by Goleman et al. is both possible and valuable, it is a mistake

to conceive of this form of intelligence as a unitary thing, divorced from the practice of virtue within specific normative communities.

Sharon Fraser-Burgess explores yet another aspect of the fact and consequences of diversity by exploring the limitations of Gutmann's conception of deliberative democracy as a way to conduct the work of democracy while being respectful to all individuals in the polity: Some individuals, she points out, are more properly seen as members than as individuals, entering public spaces as bearers of culturally-specific norms and traditions. The working of deliberative democracy can create pressure to conform to majority culture norms, threatening the integrity of minority cultural traditions.

Yet another aspect of pluralism is explored in Sunnie Lee Watson and William R. Watson's discussion of the use of Critical Systems Theory (CST) in conceiving educational research and its concerns and protocols. The goal of CST is to reduce the risk of imposing categories of interpretation on the data while at the same time, and more importantly, making space for the representation of the full range of voices possible in interrogating educational practice and shaping educational policy.

Yet another form of plurality is suggested by Christine R. Sherretz's discussion of the importance of thinking of the goal of education as mindfulness, not intelligence, where the former is a more fluid and process oriented version of what our society often defines as intelligence. Mindfulness as an attitude and approach to life allows for a more full play for intelligence to do its work. Her study of three middle school teachers shows us what teaching for mindfulness might look like.

Rounding out this issue is Mark Lawrence's insightful review of Stanley Fish's *Save the World on Your Own Time*.

And so this issue goes to press, inexcusably late. I apologize to both readers and to authors for the delay caused by my inexperience.

With the next issue, Spring 2012, the *Journal of Thought* will be returning to true quarterly publication. My resolution for the New Year is that future issues will be on time!