

Guest Editorial

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It is more than an honor to write an introduction to this excellent collection of essays for the *Journal of Thought*. Commemorating the tenth year since Paulo Freire died, we are especially cognizant of the reverberations of his thoughts, philosophy, politics...and especially his radical love. Refusing to be considered an icon, Paulo Freire exemplified the humility, fervor, and candor that a philosopher/revolutionary must have. Not only should the thoughts and theories be clear, but anger must be tempered with solutions and resolve to see change. Paulo was angry, angry at the injustices placed upon those that were unfortunate, disenfranchised, and cast off from society—but his anger was fueled by the pedagogy of hope and faith that he infused within every word he wrote and spoke.

The essays in this volume speak to the range of voices influenced by Freire's thoughts and pedagogy. Each contribution relates to Paulo Freire and critical pedagogy by walking us through different venues in which Freirean pedagogy is valued. We appreciate the invitation of Doug Simpson to put together this anniversary volume of the *Journal of Thought*, keeping in mind the words and admonitions of one of the twentieth century's greatest philosophical and pedagogical minds.

It was only fitting to place a collaborative work as the first piece in this issue. "Postcards to Paulo: Enacting Critical Pedagogy in the Action Research Classroom" was co-written by the University of Cincinnati Action Research Team. Not prioritizing their names, but acting as a dialogic group, the authors chronicled the road they walked as they created postcards to pay tribute to the work of Paulo Freire. Using different

action research methods, they worked on the reinvention of Freire as they applied theory to practice.

Brian Beabout's essay calls for the humane and liberatory nurturing of educational leaders who espouse critical pedagogical notions. It is also a call for more work to be done in leadership studies in which those in administration or "authority" are empowered and empowering to both students and teachers.

Dilys Schoorman, Christina Acosta, and Sister Rachel Sena present a study of the implementation of Freirean perspectives in educating Guatemalan Maya immigrants in HIV-AIDS education. Working with largely preliterate men and women in South Florida, the study reinforced a commitment to literacy in specific health education for a greatly disenfranchised group.

Christine Ballengee Morris discusses the use of portraiture as a way of presenting data as a collection of stories. These stories were told in order to understand the influences on Paulo Freire and his influence on artists and international educators. Morris gives us a contextual and historical background of the early days of Paulo Freire. As an art educator, Morris gives us rich details about the fusion of politics and art in the interviews she has presented and has gifted the reader.

A. Dee Williams reminds us of the culture of Hip Hop and that it has been with us almost as long as the Freirean notions of critical pedagogy. Discussing the intersections between Hip Hop and Paulo Freire, Williams clearly makes a case for critical educators to not only acknowledge Hip Hop as a culture, but to allow the infusion of Hip Hop within schools and students in order to highlight and embellish the humanity and the healthy resistance formed by the indigeneity of Hip Hop knowledges.

Rosalie Romano's essay is an important argument for student teachers to be able to do their service or practicum abroad. Romano discusses the empowering elements that occur when students are out of their own comfort zones and placed in situations which disallow ego and the typical irritations of home to invade a student teaching experience. Discussing identity as something which follows us for our lives, this essay clearly delineates the changes that can occur with a teacher education program that invites cultural experiences from outside of the traditional.

Mariana Souto-Manning discusses the participatory approach to learning as an integral part of Freirean education. In an accessible essay, she describes both the process and the philosophical grounding that allow emancipatory learning as it engages both the teacher and student in the empowering process of critical pedagogy.

In a piece that floats effortlessly between Foucauldian analysis and critical pedagogy, Mary Frances Agnello discusses literacy policy

research and the dominant literacy discourses in a minority high school. Understanding that no analysis of schooling can go without an analysis of power, Agnello discusses different types of literacy involved within our discourses.

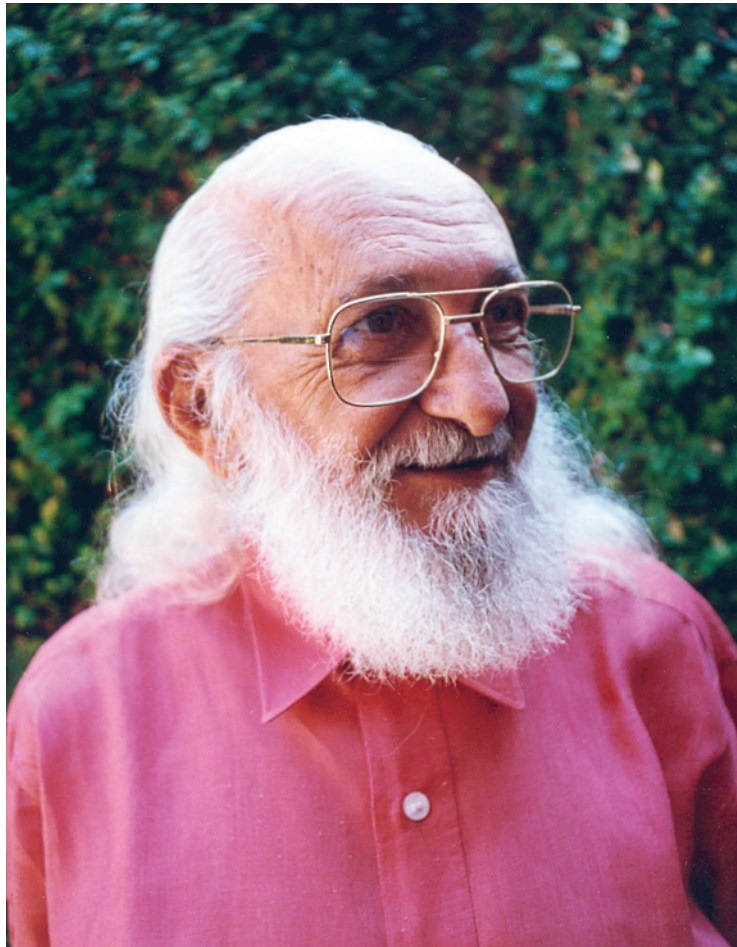
In “A Critical Examination of Learning Disabilities in Mathematics: Applying the Lens of Ableism,” Gina Borgioli applies critical pedagogy to looking at an LD student and the teaching of mathematics. In a particularly humanistic approach to mathematics teaching, Gorgioli relates the differences between traditionalist approaches to teaching and viewing LD students, and the ability of critical pedagogues to understand the needs of particular students within mathematics teaching.

The last contribution is a beautiful interview that César Rossatto conducted with Paulo Freire shortly before Paulo’s death. It is fitting to complete this new collection of critical pedagogical essays with Paulo’s own words, and we appreciate this important document because it reminds us of both the depth of humanity and of intellect that Paulo gave us.

Joe Kincheloe concludes the collection with a biographical piece which contextualizes the ability of Paulo Freire and critical pedagogy to resonate with different audiences, and the increasing importance of the inclusion of a political, critical, and human pedagogy for the twenty-first century. Paulo mentioned to Joe and me shortly before he died that he hoped to see the new millennium—he didn’t see it (at least from Brazil), but this issue is dedicated to his work, weaving itself throughout this new century, with a hope that it will make the difference it was meant to make.

Finally, Macy Satterwhite reviews *Access to Academics for All Students: Critical Approaches to Inclusive Curriculum, Instruction, and Policy* edited by P. Kluth, D. Straut, and D. Biklen through Freirean lenses. Noting the strengths and weaknesses of the work, she concludes that the authors and editors strongly argue for ideas and practices that are largely consistent with Freire’s beliefs, arguments, and practices.

All of us involved greatly appreciate the opportunity to put this journal issue together, and the commitment that the *Journal of Thought* has had for these many years in allowing different voices to speak to the philosophical underpinnings of education and to support and continue the philosophical tradition in our scholarship. And as always, we acknowledge the love and support of Nita Freire, beloved partner, lover, and colleague of Paulo Freire, with whom we are able to continue the collaboration and love that Freirean pedagogy has gifted us.



Paula Freire