50 Years of Publication: A Document Analysis of Social Justice in the *Educational Considerations* Corpus

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Abstract

The purpose of this research article is to explore how social justice in education has evolved over the past 50 years of peer-reviewed article publications in Kansas State University College of Education's academic journal, *Educational Considerations*. The research sought to unveil how social justice in education has evolved over the past 50 years based on publications in *Educational Considerations*. The study utilized a qualitative research approach, specifically adopting a document analysis methodology. This research drew its data from peer-reviewed articles published in *Educational Considerations* spanning from 1973 to 2023. Literature not originally found in *Educational Considerations*—but relevant to the research objectives—was only incorporated during the analysis and discussion stages. Thematic data analysis was used to make sense of the collected data. Nancy Fraser's three-dimensional social justice theory served as the underlying framework in which the articles surrounding social justice in education from each era of the journal *Educational Considerations* were analyzed and discussed. The findings show that articles published in this journal remain relevant in addressing contemporary educational challenges, ensuring that the pursuit of educational equity endures. In conclusion, the journal's 50-year history reflects its dedication to promoting equitable education and contributing to the field of education.

Keywords: Social justice in education, document analysis, and *Educational Considerations*.

Introduction

Education has evolved significantly, with the formal transmission of knowledge and skills being intertwined with the emergence of Homo sapiens over hundreds of thousands of years. While formal schools have existed for a few millennia, universal education remains an unfulfilled aspiration in many parts of the world (Brunet, 1960; Donald, 1991; Tomasello, 2000). Education remains a dynamic field where values, teaching methods, and the definition of competence continue to be debated, intending to prepare individuals for an ever-changing world (Gardner, 2004).

In the spring of 1973, co-editor Warren I. Paul launched the first issue of the journal, *Educational Considerations,* to promote learning and encourage awareness of truth. There were two reasons to have another professional education magazine: information or stimulation and another educational forum for writers. It was hoped the journal would provide room for the writers' unsolicited manuscripts. The journal was published by the College of Education at Kansas State University. The members of the editorial board were Lewis A. Bayles – Atlanta University, Don B. Croft – New Mexico State University, James A. McCain – Kansas State University, and Fred T. Wilhems – Lincoln, Nebraska; co-editors were Charles E. Litz – Kansas State University and Warren I. Paul – Kansas State University. The responsibilities of the journal

passed from the faculty in educational foundations to the Department of Leadership and Adult Education. Since 2018, Volume 44, Issue 1, the journal has flourished under the direction of the Department of Curriculum and Instruction, and entire published issues were scanned and archived in the Open Source format by New Prairie Press (Litz & Warren, 1973).

The journal successfully reached the peak of popularity—over 150,000 individual downloads from the Open Source, and according to the recent citation metrics, over 400 referenced it. The most frequently downloaded manuscript is by Alex Shevrin Venet, Volume 44, Issue 2, Role-Clarity and Boundaries for Trauma-Informed Teachers (Litz & Warren, 1973).

Educational Considerations, a prominent literature review dedicated to educational research, proudly celebrates its 50-year history, marking a significant milestone in the field of education. Over this extensive period, it has played a vital role in promoting equitable education, reflecting the evolving landscape of educational thought and its profound influence on societal progress.

Education is universally recognized as a fundamental human need, a transformative force that unlocks individual potential, and a key to learning from the past to shape a brighter future. As Miller (1976) astutely emphasized, education is pivotal in realizing individual potential and planning for the future. *Educational Considerations* has been instrumental in driving this vision forward, encapsulating the spirit of educational progress.

In this retrospective analysis, we embark on a remarkable journey through each era of *Educational Considerations'* history, delving into the thematic shifts and persistent commitments that have characterized its significant contributions to the field of education. Each era unfolds unique facets of the journal's dedication to educational equity, shedding light on the ever-evolving landscape of educational priorities.

Research Purpose

The purpose of this research is to explore how social justice in education has evolved over the past 50 years of peer-reviewed article publications in *Educational Considerations*. This is to help us reflect on the idea that education is universally recognized as a fundamental human need, a transformative force that unlocks individual potential, and a key to learning from the past to shape a brighter future. We seek to answer the following question: How has social justice in education evolved over the past 50 years based on *Educational Considerations*?

Literature Review

Social justice is a highly discussed and prominent topic in today's society. Although many are engaging in discussions about this topic, there is a lack of consensus by theorists and philosophers on its exact definition. According to Novak (2000), "The term 'social justice' was first used in 1840 by a Sicilian priest, Luigi Taparelli d'Azeglio, and given prominence by Antonio Rosmini–Serbati in *La Costitutione Civile Secondo la Giustizia Sociale* in 1848" (p. 11). A quick Google search of the term "social justice" yields definitions including phrases such as "fair treatment," "equitable status," and "equal opportunities." However, scholars argue that

definitions of social justice ought to be context-dependent; and, over the years, a multitude of definitions have been put forth.

According to Caravelis & Robinson (2015), social justice is made up of three aspects: valuing diversity, promoting a just society, and challenging injustice. Li & Wang (2020) state, "Social justice is an aggregated fairness of authorized values, including income, well-being, opportunity, freedom, liberty, rights, and needs" (p. 3). In Robinson's 2010 article, *Alan Paton's Literature and the Teaching of Social Justice*, he cites a definition of social justice that pertains to an individual's obligation to look after others for the collective well-being of society. Social justice is multifaceted, and although it is a concept rooted in historical and philosophical perspectives, ongoing conversations will continue to shape its evolution.

Societal contexts have a profound impact on social justice in education. The interaction between education and society is complex and multi-faceted, and various elements within the broader societal context can significantly influence the pursuit of social justice in education. The meaning of teaching for social justice is different in various social contexts because needs are prioritized based on changes in society (Grant & Agosto, 2008). The following societal contexts have impacted social justice in education over the years: economic inequality, racial and ethnic disparities, cultural and linguistic diversity, immigration and multiculturalism, legal frameworks and policies, social movements and advocacy, access to technology, and media and public opinion.

Over the past 50 years, social justice in education has undergone significant changes and developments, influenced by a range of societal, political, and cultural factors. There has been a broader global movement toward recognizing the importance of social justice in education, acknowledging the need to address disparities, promote diversity, and create inclusive learning environments. Saltman (2009) states,

> While teachers inevitably exercise pedagogical and political authority, it is precisely the fallibilism, the non-guaranteed, relatively indeterminate nature of education, the possibility of interpretation that allows knowledge to be understood in relation to broader social issues, pressing matters of public import, and relations of power such that this interpretive knowledge can become the basis for social intervention. (p. 1)

Table 1 dates the various societal, political, and cultural factors that have influenced educational changes in the last fifty years.

Table 1
Societal, Political, and Cultural Factors Influencing Educational Changes

1970s	Affirmative Action Special Education Laws Bilingual Education
1980s-1990s	Education Reform
2000s	Diversity and Inclusion

2000s-2010s	Immigration and English Language Learning
2020s	Digital Divide and Remote Learning Black Lives Matter Movement
2010s-2020s	Gender and LGBTQ+ Inclusivity

Source: Duignan, B. (2023)

Nancy Fraser's three-dimensional theory offers a valuable framework for adequately understanding social justice. Fraser's work focuses on social justice, particularly in the context of issues related to gender, race, and economic disparities. Her theory offers a unique perspective on justice by examining how different dimensions of justice intersect and how they can be addressed in a comprehensive and equitable manner.

Fraser's earlier work included just two dimensions of social justice: redistribution (economic) and recognition (cultural). She later added a third dimension: representation (political). Fraser (2003) states:

> In today's world, claims for social justice seem increasingly to divide into two types. First, and most familiar, are redistributive claims, which seek a more just distribution of resources and wealth. Examples include claims for redistribution from the North to the South, for the rich to the poor, and (not so long ago) from the owners to the workers. To be sure, the recent resurgence of free- market thinking has put proponents of redistribution on the defensive. Nevertheless, egalitarian redistributive claims have supplied the paradigm case for most theorizing about social justice for the past 150 years. Today, however, we increasingly encounter a second type of social-justice claim in the "politics of recognition." Here the goal, in its most plausible form, is a difference-friendly world, where assimilation to majority or dominant cultural norms is no longer the price of equal respect. (p.7)

According to Cazden (2012), "When the forces of globalization made it clear that who was making decisions was becoming increasingly important" (p. 183), Fraser added the third dimension in 2005. This dimension addresses two types of political injustice: misrepresentation and misframing. Misrepresentation relates to equality of political representation for minority groups within nation state boundaries, and misframing is concerned with the inclusion and exclusion of particular questions of justice by global and nation-state boundaries (Keddie, 2012).

Keddie (2012) summarizes,

> For Fraser, socioeconomic injustices arise when the structures of society generate maldistribution or class inequality for particular social groups; cultural injustices arise when institutionalized or hierarchical patterns of cultural value generate misrecognition or status inequality for particular social groups; and political injustices arise when some individuals or groups are not accorded equal voice in decision-making about justice claims." (p. 264)

Fraser's three-dimensional theory serves as the underlying framework in which the articles surrounding social justice in education from each era of the journal *Educational Considerations* are analyzed and discussed.

Methodology

The study utilized a qualitative research approach, specifically adopting a document analysis methodology. Document analysis research methodology involves the systematic evaluation and assessment of printed and electronic content documents that have been recorded without the researcher's direct involvement, as outlined by Bowen (2009). This collection of printed materials can encompass a wide range of content, including advertisements, documents related to meetings such as agendas, attendance records and minutes, instructional manuals, informative background papers, various printed materials like books, brochures, and articles, personal records like diaries and journals, event programs in printed format, written correspondence like letters and memoranda, geographical aids like maps and charts, and newspaper items, including clippings and artwork. It is essential to underscore that document analysis research necessitates robust data collection methods and meticulous documentation of the research process. Any single data source or a combination of data sources, when employed in document analysis research, requires careful examination and interpretation to uncover significance, gain insights, and generate empirical knowledge, mirroring the thematic analysis commonly employed in qualitative research (Bowen, 2009; Owen, 2014). The research report should offer comprehensive insights into the study's design and execution.

Document analysis has traditionally been used as a supplementary research approach in conjunction with other methods; however, it has also found application as a standalone method. In fact, specific forms of qualitative research rely exclusively on document analysis, as noted by Bowen (2009). For instance, in historical and cross-cultural research, leveraging existing studies often proves to be the most practical approach, as observed by Merriam (1988). Gagel (1997) provides a notable example by conducting an extensive analysis of publications on literacy and technology using this method. In his research, Gagel examined articles authored by over 200 individuals and institutions across 12 different disciplines. The rationale for employing document analysis in this study is grounded in its suitability as an independent method in certain qualitative research contexts, as well as its potential to enhance methodological data triangulation, in line with the insights of Bowen (2009) and Owen (2014). This establishes the premise that peer-reviewed articles from *Educational Considerations* can indeed serve as the sole and viable data source for research of this nature.

Data Collection Process. This research drew its data from peer-reviewed articles published in *Educational Considerations* spanning from 1973 to 2023. Literature not originally found in *Educational Considerations* but relevant to the research objectives was only incorporated during the analysis and discussion stages, following the guidance of Bowen (2009). This approach enabled the authors to utilize two sources of evidence, with the goal of achieving convergence (Denzin, 1970; Bowen, 2009; Owen, 2014). In total, 917 articles were considered, covering Volume 1, Issue 1, through Volume 49, Issue 1. The researchers subsequently categorized these articles into four eras respectively, as outlined in Table 2.

Table 2
Distribution of Articles

Era	Volume and Issue	Period	Number of Articles
1st	Vol. 1, Issue 1 to Vol. 13, Issue 3	1973 to 1986	383
2nd	Vol. 14, Issue 1 to Vol. 26, Issue 2	1987 to 1999	245
3rd	Vol. 27, Issue 1 to Vol. 39, Issue 2	1999 to 2012	148
4th	Vol. 40, Issue 1 to Vol. 49, Issue 1	2012 to 2023	141
Total Articles			917

Source: Researchers compilation, 2023

Each researcher meticulously scrutinized each article, ensuring that the research's objectives remained central to their examination. Following a comprehensive review of the five eras of publications, only articles depicted in Table 3 containing language, content, and terminology consistent with the principles of social justice in education outlined in the literature review were singled out for more in-depth evaluation, analysis, and discussion.

Table 3
Selected Social Justice in Education Articles from 1973 to 2023

Era	Volume and Issue	Period	Number of Articles
1st	Vol. 1, Issue 1	1973	3
	Vol. 1, Issue 2	1973	3
	Vol. 2, Issue 3	1975	1
	Vol. 3, Issue 3	1976	2
	Vol. 4, Issue 1	1976	3
	Vol. 4, Issue 2	1977	1
	Vol. 5, Issue 3	1978	3
	Vol. 8, Issue 1	1980	1
	Vol. 9, Issue 2	1982	2
	Vol. 10, Issue 3	1983	1
	Vol. 11, Issue 2	1984	5
2nd	Vol. 15, Issue 1	1988	9
	Vol. 18, Issue 1	1990	9
	Vol. 22, Issue 2	1995	12
3rd	Vol. 28, Issue 1	2000	10
	Vol. 33, Issue 2	2006	7
	Vol. 36, Issue 2	2009	7
	Vol. 38, Issue 1	2010	6
	Vol. 39, Issue 1	2011	7

	Vol. 39, Issue 2	2012	9
4th	Vol. 40, Issue 2	2013	6
	Vol. 40, Issue 3	2013	6
	Vol. 43, Issue 1	2015	5
	Vol. 45, Issue 1	2019	6
	Vol. 45, Issue 2	2020	7
	Vol. 48, Issue 1	2022	6
		Total	137

Source: Researchers compilation, 2023

Analysis Process. Thematic data analysis was used to make meaning of the data collected (Creswell & Poth, 2016; Bhattacharya, 2017; Fereday & Muir-Cochrane, 2006). Each researcher first acquainted themselves with an era of data, initially through a superficial review and then through a more comprehensive examination. Phrases, texts, and terminology aligning with the principles of social justice in education were identified and put into smaller, more meaningful codes. These codes were then used to identify significant patterns that emerged as thematic categories, serving as the basis for the research analysis and discussion, following the methodology outlined by Fereday & Muir-Cochrane (2006) and Bowen (2009). Excerpts, quotes, or complete passages from the data were utilized to elaborate on the themes, facilitating the meaning-making process and engaging in discussions.

Findings & Discussion

The research findings were presented within the thematic categories that emerged for each era, commencing with an overview of the era. The discussions were guided by Fraser's theory of social justice in education with other pertinent literature.

First Era Overview. To deeply understand the importance of education, *Educational Considerations* serves educators through educational research. In its golden period of 50 years, the articles touch on various aspects of education by covering various themes and valuing education and its rights for all. In considering the journal's first era, from 1973, Volume 1-1 to 1986, Volume 13-3, the document analysis method showed that social justice was neither directly discussed much in this era nor wholly ignored. The overview of this part of the journal shows several changes and advances in education related to social justice issues. The emphasis is on the necessity of education for all students with no discrimination and teachers' education to understand students' needs to provide equal and quality education.

Moreover, throughout this chronological overview of the journal, in the articles of the first era, 1973-1986, Volumes 1-13, different authors shed light on various issues in education such as giving responsibility to teachers to make the educational process effective and morally sound and to improve the quality of education by using available resources. The slogan *Education for All* would not be a mismatch with this era because, initially, it raises a voice of social justice in education, whether that be in regard to diverse students, older students, or special students. It also raises the voice of students needing vocational and skill development. Writing about no segregation and no labeling for students in the school and supporting mainstream classrooms for

all students is also a central social justice issue discussed in the 70s. After that, the 80s was the era when multicultural education and its related issues were discussed, such as the need and value for multicultural education, curriculum development, and improving administrative competencies.

Teachers' Education. Sanderson (1973) emphasizes teachers' education to understand the needs of students for supporting special education. Smith (1973) focuses on vocational education and considers it as a step towards education for all. Skill development as a basic need has also been discussed in this era, and suggestions have been given for tomorrow's schools to upgrade practice quality. The focus is on the quality of education based on equality (Dettre, 1973). Everyone should have an opportunity to get an education because it is a basic right.

Women in Leadership in School Settings. In the same year, Heinrich (1973) discussed that challenges women face in the public school system have been overlooked because they need to express concerns. The article dives into the idea that behavior, attitudes, and practices that waste valuable talent are required in education today. There is a need to encourage women to take leadership positions and a need to increase the opportunities for women. The article supports women in leadership in school settings. Gender discrimination and questions about women's efforts were still evident. Women were considered as individuals who had family responsibilities that led them to professional risks. This article calls for equal opportunities for women, stresses women's need for conscious decisions, and emphasizes women's contribution to education (Diederich, 1973).

No Segregation in Schools. The '70s was a period when school segregation was discussed in journal articles. This topic comes in the shape of exploring the impact of segregation classes. Labeling individuals is a crucial part that negatively affects students' mental health, damaging their self-esteem and emotional well-being. The consequences of segregation not only allow for academic challenges that impede academic progress but also destroy emotional health. The long-term effects are not only on students; keeping them separately labeled can lower teacher expectations, giving a less challenging educational experience. Students lose confidence and self-concept. The article advocates for an inclusive and supportive academic environment (Odom, 1976). Wagonseller and McHenry (1978) demanded no segregation for school children with exceptionalities.

Mainstream Classrooms for All. Mainstreaming has been a frequently reported subject since 1970, teaching exceptional children in mainstream classrooms. Singletary and Collings (1978) discussed emotionally disturbed students with behavioral and emotional disorders. Again, no segregation was demanded for the students who were emotionally disturbed, disabled, and who had exceptional behaviors. Special education programs are not for those children; they all should be in a mainstream classroom. The responsibility goes to the teachers to be supportive of all students to enhance their behavioral management skills (Zabel, 1978).

Inequality and Behavioral Disorder. The social justice points highlighted in this article relate to the education of behaviorally disordered and socially maladjusted school-age children, and they emphasize effective programs to meet their needs. This emphasizes the inequality in providing appropriate education for these children and equal distribution of services. Some districts have

most services like self-contained classrooms, residential programs, resource rooms, and consultant services. There are also some suggestions for introducing more practical programs, such as consultant services. Mainstream classrooms are ideal for those students, and this approach gives equal opportunities to all students regardless of their learning and behavioral challenges. There is a need for consistent and accurate data to appropriately accommodate students (Simpson et al., 1976).

Homosexuality. Mathews (1977), the first author of the *Educational Considerations*, raised the issue of homosexuality and discussed equal rights. He referenced New Times 1972, where it mentioned his legal case about the right of homosexual teachers to teach. The United Federation of Teachers in New York City defends the right. Three points are highlighted in the paper: creating a climate that allows for providing sex education to parents and students, family counseling, and child guidance to promote a healthy life. Similarly, in regard to adult education, Climenhaga (1975) stated that there should be "opportunities for all elderly people in society who did not attend college. He went on to claim, "Education should not be limited in a democratic society" (Climenhaga, 1977, p. 12).

Vocational Education. Vocational education is also an important segment to be discussed in Volume 4 of the journal, where different aspects of vocational education are highlighted. Individuals need vocational education to improve their capabilities and recognize their potential (Miller, 1976). Green (1976) talks about developing career education in his article. Oaklief (1976) emphasizes the need to provide opportunities for diverse people who want to return to the workforce. These scenarios align with social justice in the sense of accessible, equal opportunities for all. However, the importance of education must be addressed for all ages, so creating a learning environment is essential (Oaklief, 1976). Like Brosio (1973) said, "We need to develop an effective method which can be taught, and which enables us to deal with our most profound social differences" (Brosio, 1973, p. 13).

Multicultural Education. After 1973, there was pin-drop silence; no article was published in the journal related to social justice. Then, the 80s brought up the concept of multicultural education. Craig (1982) discusses the need for multicultural education and the closely related issues of social justice to change social values. In doing so, society's attitude towards ethnic individuals can be better informed and improved, and allow for a more open policy toward ethnic contributions that must be envisioned. It was made clear that the multicultural movement is not for making things separate or superior for any culture but for prioritizing them. It brought up three components: cultural, political, and social—not viewing the United States as a homogenous nation, realizing positive aspects of multicultural education, and the society's attitude towards ethnic individuals.

Multicultural Education in the Perspective of Future Problems. From the perspective of multicultural education, Beckner and Sparkman (1982) mentioned future problems in public schools. They posited that the growing Hispanic population would increase the demand for bilingual and bicultural programs. The article itself is a prediction after observing the ethnic groups that are growing in the country. By giving demographics of social change, the future needs are defined. Almost everything is discussed: the shortage of teachers, teachers' training/education, in-service educational opportunities for teachers, curriculum development,

control of controversies and conflicts, and school finance. These topics were not discussed for the sake of future prediction; they also demonstrated a concern for managing these issues in the future.

Similarly, Boyer (1983) gives ten dimensions of challenges posed by multicultural and diverse education systems and emphasizes teacher preparation for increasing the multicultural/multilingual competencies as they can assess their motives and commitment, rarely addressing poverty in the curriculum. Hence, educators recognize the learning needs of the students who are economically lacking, and that traditional behaviors in academia should be changed. Educators should focus on understanding cultural assets, using cultural materials not to be biased, and encourage changes in instruction. Boyer (1983) highlights racial, ethnic, and cultural disparities in education.

Ten years prior, the same point was discussed, mentioning the need for teacher education to recognize the needs of students. Sanderson (1973) mentioned that each individual is different, and their needs are also different, so it is essential to educate teachers on how to recognize the needs of students to select appropriate educational support for them. It shows a similarity in thought: for a long time, the needs of students have been discussed from an educational perspective, and its solutions as suggestions are given. Recognizing the needs of multicultural students, and providing the proper academic support for them, is vital when there is a rapidly growing population of multicultural students.

In 1984, after ten volumes of the journal, Volume 11, Issue 2 discusses multicultural education issues for the first time, and by highlighting the efforts of the College of Education, Kansas State University actively sought to develop a curriculum (Harris, 1984). Harris (1984) emphasized a need for an equitable education system and its access to all because of the demands of the multicultural society. In this article, two central points are emphasized by addressing bias in curricular materials, assessment procedures, and school policies: the need for curriculum development for responsive teaching and preparing teachers who have graduated from teacher education programs to be ready to teach ethnically diverse learners.

The following article in the same volume, 11-2, in 1984, is related to administrative competencies. Smith and Boyer (1984) discuss the need to improve administration in a multicultural population. Traditionally, those administrative competencies were outside the preparation phase. In a multicultural population, academic administrators "who offer services as leaders, managers, researchers, and practitioners" (Smith & Boyer, 1984, p. 8) must understand the ethnic, racial, and linguistic issues through an internship in the setting of large, diverse groups as they know how to implement policies of adequate educational opportunities. This article discusses the benefits of multiculturalism and the results of the thought patterns of academic, political, economic, and social decision-makers. Curriculum programs give value and worth to individuals who use that program and effects can be seen for generations—the monocultural curriculum results in the opposite of multicultural curriculum. A multicultural curriculum is essential for equitable representation and seeing contents and practices from a broader perspective, so it is essential for diverse people. Differences in curriculum development in a multicultural setting affect students' thoughts (Boyer, 1984).

This article enhances the significant benefits of multicultural education. The world needs to prepare students for multicore and multiethnicity so they can understand other people, perceive and understand conflicting interpretations of events, make decisions, and face issues. For the future, teachers need to be prepared to view a student through the student's culture. It is the responsibility of the teacher to assess instructional materials in light of that lens (Harris,1984).

The perspective of education lies in the first thirteen volumes of this journal, which is about providing quality education with equality to all students, whether for multilingual students, behavioral disorders, exceptional children, adults, or students in need. A demand was raised for no segregation of schools and no labeling for students; all students are just students, and a mainstream classroom is for all students.

From the perspective of quality, equality, opportunity, and rights in social justice, education is for every student. Still, there is a need to take the necessary measures to make quality education accessible to all. One of the measures is to understand the need for multicultural education, value it, and implement it. Due to demographic changes and a rapidly increasing number of diverse students, there is a need to develop a curriculum, provide equal resources, and educate teachers to understand the needs of the students and prepare them for teaching ethnic diversity. Scholarly definitions of social justice include equal opportunities for everyone. All aspects of this era related to social justice lie in the same perspective. Social justice is consistently insisted upon in the journal in terms of women's right to equal leadership opportunities, a quality education for every student, and the right to access that education. Through the document analysis of Volumes 1–13 of *Educational Considerations*, it has been found that 50 years ago, the expected future problems discussed and mentioned are still to be found in schools today.

Second Era Overview. The second era of the journal covered the period from 1987 to 1999, spanning from Volume 14 to Volume 26. During this timeframe, each volume generally consisted of one to two issues, except for Volume 15, which had three issues. Throughout this era, a total of 245 articles were published. Notably, Volume 15, Issue 1, Volume 18, Issue 1, and Volume 22, Issue 2 were found to be particularly relevant to the research framing.

Bethune: A Female Civil Rights Leader. Volume 15, Issue 1, featured instances of article titles incorporating terms such as "nonsexist," "multicultural education," "sex equity," "non-racist approach," "gender equity," "Black professional women," "Black students," "Black student recruitment," and "Black female students." The prominence of these themes in the journal's content raises questions as to their significance and prevalence during this period. It is noteworthy that this specific issue of *Educational Considerations* emerged from the inaugural Mary McCleod Bethune Institute, held at Kansas State University in the spring of 1987 under the auspices of the Women's Educational Equity Act (WEEA), as cited in Butler (1988).

Mary McLeod Bethune, a prominent educator and advisor to President Roosevelt, played a pivotal role in the early civil rights movement for Black individuals. In her esteemed career of public service, she established the Daytona Literary and Industrial Training School for Negro Girls on October 3, 1904, which later evolved into Bethune-Cookman University. It is recorded that this leading figure, who happens to be the only female in the unofficial "Black Cabinet" with $1.50 and unwavering faith in God, embarked on a journey to provide education to Black girls

and boys, thus significantly contributing to the foundation of early and modern civil rights activism.

In the words of Butler, the guest editor of Volume 15, Issue 1, Mary M. Bethune's testament before her passing in 1955 at the age of 80 conveyed a powerful message inscribed on her memorial in Washington's Lincoln Park. According to the editor, the excerpt from her will includes the following profound words:

> I leave you love; I leave you hope. I leave you with the challenges of developing confidence in one another. I leave you with a thirst for education. I leave you with respect for the use of power. I leave you with faith. I leave you racial dignity. (Bethune, as cited in Butler, 1988)

Civil Rights Restoration. A major educational reform in 1988 was the passage of the Civil Rights Restoration Act (1988), also known as the Grove City Bill. It was a significant legislative response to address issues of discrimination and promote civil rights in the United States. This legislation was enacted in response to the Supreme Court's decision in the Grove City College v. Bell case. The Civil Rights Restoration Act had a profound impact on this moment in education by extending federal civil rights protections to all programs and activities that received federal financial assistance, including educational institutions. This broadened scope allowed for increased oversight and regulation to combat discrimination in educational settings.

As with Butler's observation and the passage of the Civil Rights Restoration Act, it is clear that the pursuit of excellence and equity in education remains of paramount importance and stands as an enduring legacy of Mary M. Bethune's work. While there has been significant progress in advancing civil rights and promoting equal educational opportunities, there are still ongoing challenges. Notably, the recent Supreme Court of the United States (SCOTUS) decision to strike down an affirmative-action, race-based admissions program (Students For Fair Admission Inc., v. President and Fellows of Harvard College, 2023; Students For Fair Admission Inc., v. University of North Carolina, 2023) indicates that debates and legal challenges related to equal access to education continue to evolve and persist. This underscores the enduring need for ongoing efforts to ensure fairness and equity in education.

Biases in Educational Materials. Mangano (1988) acknowledged efforts made by publishing companies to create texts that are more diverse, equitable, and nonsexist in nature. While these attempts have been acknowledged, she suggests that some biases still exist in educational materials. For example, one study mentioned in the text shows that both males and females were represented equally in protagonist roles. However, supplementary materials included more male protagonists. Additionally, the text mentions that certain reading materials claimed to have equal numbers of photographs featuring boys and girls, but the contributions of reading educators primarily highlighted males. She noted that even though efforts have been made by publishing companies to become more multicultural, picture books depicting large groups of White children are still predominantly found in the children's literature section of libraries. Mangano's critique highlights the recognition of ongoing biases, disparities in educational materials, and the most recent removal of books from school libraries, denoted as book censorship. In the recent academic school year, book censorship reached an all-time high nationwide, with public schools and libraries increasingly becoming targets of ongoing attempts to restrict access to books.

Recent reports indicate that—while book censorship is not new—there has been a surge in efforts to ban books since 2021 in the United States. The majority of these banned or challenged books were either authored by individuals who are people of color, part of the LGBTQ+ community, or women. These findings are based on reports from the American Library Association and PEN America, an organization dedicated to advocating for free speech. These censorships may be biased, perpetuate stereotypes, and impact students' self-esteem, identity, and overall educational experiences.

Educational Disparities and Achievement Gaps. Bension (1988) lamented a long-standing issue in the American educational system, which is the ineffective education of Black children, leading to an achievement gap between Black and White students. The provided statistics, sourced from the National Alliance of Black School Educators (NABSE) in 1984, underscore the severity of the problem: high school dropout rates. Nearly 28 percent of African American high school students drop out before graduation, with some large cities experiencing dropout rates approaching 50 percent. This high dropout rate was a concerning indication of how many Black students do not complete their high school education. For those Black students who do remain in school, their average academic achievement on standardized tests is reported to be two or more grade levels below the average of their White counterparts. This significant academic achievement gap reflected disparities in educational opportunities and outcomes. Also, disproportionate representation showed that, despite comprising slightly over 10 percent of the population, Black students make up 40 percent of the high school dropouts. This statistic highlighted the disproportionate representation of Black students among those who do not complete their high school education. These disparities and the dropout rates suggest systemic and structural issues within the American education system that have disproportionately affected students. Addressing these disparities has been a long-standing challenge, and it remains an important topic after 35 years of this article's publication.

Black American Male Masculinity and Self-Worth. In this article, Boyer (1988) discusses the historical and cultural context in which Black American males have grappled with issues related to their identity, masculinity, and self-worth. It suggests how prevailing cultural and academic institutions have contributed to an ongoing struggle for Black males to define their sense of self and their place in society. These institutions, including mass media, curriculum materials, and other influential factors, have played a role in shaping negative images of Black males. The quote from sociologist Robert Staples highlighted the precarious situation of Black males, suggesting that they are considered an *endangered species* (Staples, 1987). Boyer acknowledged that this metaphor underscored the challenges Black American males face in contemporary American society due to institutional racism and stereotypes. The author emphasized that Black male children encounter conflicting messages and images that have been created for them by external entities, which contribute to negative self-perceptions. These negative images, instead of promoting psychological independence, economic strength, and family unity, have reinforced adverse self-concept and identity issues. In this social context, the cultural conditioning of Black American male children is seen as an area that requires further analysis, especially in the context of gender identity and self-perception. The articles recognize the need to understand how cultural and societal factors have influenced the development of Black American male children and shaped their sense of identity and masculinity.

Theoretical and Power Dynamics. Kinsler's article undertook a critical analysis of prevailing educational theories that have historically guided pedagogical practices within academic institutions. According to the author, these theories, while influential, have often exhibited adverse effects on the educational experiences of African American students (Kinsler, 1990). Kinsler also presented a cogent rationale for understanding the potential reasons behind the academic challenges faced by African American students. The author noted that the phrase "influential theories" implied a power dynamic where established theories hold sway over educational practices. Kinsler's analysis acknowledges that certain educational theories had adverse effects on educational experiences. This recognition is a fundamental aspect of social justice education, seeking to identify and rectify disparities that exist within the education system. The second tenet of Fraser's theory aligns with understanding power structures and how they contribute to educational inequalities and calls for more inclusive educational policies and practices that respect and celebrate diverse cultural backgrounds.

Institutional Disparities in African American Higher Education. Carter, on the other hand, delved into the intricate dynamics between African American cultural values and the prevailing environment of predominantly White colleges and universities (Carter, 1990). Unlike Kinsler, Carter went a step further to discuss factors contributing to both failures and successes within the African American demography. It is crucial to recognize, however, that both authors made valid points imperative for enhancing comprehension of culturally specific disparities that are frequently overlooked and go unaddressed (see also Harmison, 1988, Vol. 15, Issue 2). From their works, one cannot help but agree with Steward that Kinsler and Carter introduced a perspective that had been somewhat lacking in prior discourse on this subject matter (1990). To further underscore a pressing concern in contemporary discussion, the widening disparity between the growing representation of African Americans in the broader population and the diminishing presence of African American students within higher education establishments was thoroughly examined by Logan in 1990. Highlighting the issues and strategies to deal with, Logan (1990) put forth recommendations that institutions must consistently prioritize to rectify this imbalance. The authors highlighted the importance of addressing culturally specific disparities and rectifying imbalances in higher education. The recognition tenet of social justice in education emphasizes the importance of acknowledging and respecting the cultural, social, and identity-based differences among individuals and groups. This precept seeks to combat cultural and symbolic injustices such as racism, sexism, and discrimination in education, recognizing that the diversity of experiences and identities is essential for promoting socially just education for all students.

Cultural Disparities and Inclusiveness in Higher Education. Cook's (1990) work looked into the ramifications of cultural disparities experienced by African American students within predominantly White university environments. As explained in a preceding article (see Carter, 1990), these disparities often lead to a feeling of alienation. Cook (1990) provided a thorough and valid exploration of this alienation, compelling institutions of higher learning to engage in self-reflection and proactive measures. In a parallel vein, Mackerel scrutinized another repercussion of cultural conflict, examining how race and gender socialization interplay to shape career choices, particularly for the distinct subset of African American females (McRae, 1990). Other sections of this issue systematically addressed specific domains of recommended programming that have exhibited efficacy in aiding institutions to surmount the challenges

stemming from cultural discord between the institution and African American students. Of interest is the interplay of race and gender socialization in shaping career choices, particularly for African American females, which aligns with the Fraser's recognition tenet as it explores how identity-based factors, such as race and gender, influence students' opportunities and decision-making. Mackerel highlighted the need to recognize and address cultural conflicts that affect career direction, thereby promoting justice through a better understanding of these dynamics. In the issue, the authors recommended programming to overcome cultural discord between institutions and African American students, an important aspect of the recognition and representation tenets of social justice education, as it involves implementing policies and practices that acknowledge cultural disparities, provide support, and promote inclusivity in higher education.

African American Student Success and Retention in Higher Education. Wright's contribution highlighted the significance of establishing connections with the family system as a strategy to reduce the potential emergence of antagonistic relationships among the White institution, the African American family, and, concurrently, the African American student. Wright highlights Fraser's theory of social justice's recognition tenet, emphasizing the significance of establishing connections with the family system as a strategy to mitigate potential hostile relationships. This approach also acknowledges the importance of recognizing and respecting the role of family and cultural context in the educational experiences of African American students, thus promoting social justice by addressing cultural and identity-based disparities. The empirical investigation conducted by Steward and Jackson (1990) revealed the impact of intra-group diversity on levels of personal competence, outlining distinctions among African American students who persisted until senior status over five years. Numerous recommendations were put forth in response to these findings (Steward & Jackson, 1990). Pointing to the discourse on discriminatory tendencies inherent in graduate school recruitment strategies, Richardson et al. (1990) expressed concern about the disproportionate effect on African American students. To help address this issue, the authors provided concrete recommendations for instigating change in this regard. Lastly, Midgette and Stephens (1990) elaborated on the development of an innovative program tailored to enhance the retention of African American students, effectively addressing this significant concern.

Equity in Rural Education and Female Leadership Potential in Schools. The first article centered on the insights provided by the keynote speaker at the 15th annual Rural and Small School Conference. In this address, Schmuck addressed inquiries regarding the means through which rural educational institutions ensure equitable learning opportunities for their students. Schmuck's address at the Rural and Small School Conference relates to the recognition tenet of social justice education, acknowledging the importance of recognizing and addressing the unique challenges faced by students in rural educational settings. After this, exploration concerning the deconstruction of misconceptions surrounding the belief systems of educators and administrators followed. This discourse extends to the evolution of school culture, the dynamics of school administration, and the individuals who remain unseen and unheard within our educational establishments (Schmuck, 1995). By discussing the deconstruction of misconceptions and highlighting the experiences of educators, administrators, and marginalized individuals, Schmuck promoted a deeper understanding of the diverse needs and experiences within the education system. Subsequent articles placed a spotlight on the factors influencing the career

decisions of academically gifted female high school students. Which underscored the pivotal role that attracting and retaining proficient female educators plays in bolstering the leadership pool within American schools (Arnold, 1995). Unfortunately, it was observed that female students who had excelled academically seldom channel their leadership potential into teacher training programs, resulting in an underutilization of their capabilities.

Inclusive Leadership and Professional Development. The ensuing trio of articles delves into matters concerning professional development and university preparatory programs. Scherr (1995) scrutinizes alternative pedagogical approaches that mitigate the conventional classroom hierarchy, aiming to enhance student engagement and participation. A focus on cultivating a more inclusive curriculum and empowering students to discover their unique voices, particularly among women and minorities, also constitutes a key aspect of Scherr's article. The redistribution tenet of social justice focuses on equitable resource allocation and addressing disparities. When applied to curriculum development, it suggests that educational resources, materials, and content should be distributed in a way that ensures equal access and opportunities for women and minority students. This may involve providing diverse and representative educational materials. Walker confronted the shortcomings of university programs in addressing the developmental pathways of female leaders and the conducive structures that foster and nourish such growth (Walker, 1995). Grady and Gosmire (1995) undertook an analysis of fourteen distinct domains of training requisites, as discerned from perspectives of women engaged in K-12 and postsecondary administration roles. The subsequent focus was devoted to the comprehensive exploration of the superintendency authored by Brunner (1995) and Tallerico and Burstyn (1995). Brunner embarked on an examination of the superintendent's dynamics of power, encompassing the exertion of "power to" enact accomplishments through collaboration, a facet more readily accessible to women than men, and the exercise of "power over" as a mode of dominance that enforces compliance with the desires of the dominant party (Brunner, 1995).

Fraser's theory emphasizes the importance of including all individuals in decision-making processes and providing opportunities for active participation. It is relevant in the sense that the examination of power dynamics should consider whether women and other marginalized groups have equal opportunities to participate in leadership roles. If certain groups are disproportionately relegated to "power to" roles while others dominate in "power over" roles, it raises questions about the participation and influence of various demographic groups in education. Tallerico and Burstyn (1995) meticulously documented the determinants influencing the decisions of women to depart from positions as chief executives. While Tallerico and Burstyn's study focused on women in chief executive positions, it is essential to consider intersectionality in discussing it as well. Women's experiences and determinants for leaving leadership roles may differ based on other aspects of their identity, such as race, ethnicity, or socio-economic background (Crenshaw, 1986). It is of importance to consider these intersecting identities and their influence on individuals' experiences within context.

Gender Dynamics in Educational Administration. Duncan (1995) and Cooper (1995) meticulously delineated the intricate socialization process experienced by female administrators. Duncan underscored the necessity for women to be proficient not only in administrative roles but also in adeptly addressing queries regarding their integration within the primarily male-dominated administrative domain (Duncan, 1995). Cooper followed suit by undertaking an

exploration of a cohort of sixteen women within a single elementary school, elaborating on the initiation of critical introspection and the plausible roles that women might adopt as leaders within organizational frameworks (Cooper, 1995). The research from both authors contributes to discussions related to social justice in education by exploring the socialization process and experiences of female administrators in primarily male-dominated administrative domains. Frazer's theory provides a framework for examining these experiences through the lenses of distribution, participation, and recognition, while also considering intersectionality. These viewpoints will inform efforts to promote equity, active participation, and the recognition of diverse voices within educational leadership roles.

Gender, Ethnicity, and Role Models. The final three articles offered perspectives on the influence of both gender and ethnicity on educational methodologies. Gonzalez, Glickler, and Risner-Schiller (1995) underscored the vital role played by Hispanic mothers as role models in enhancing academic accomplishments, thereby constituting a pivotal factor in ensuring a robust pool of minority candidates within the leadership sphere. The authors highlighted and recognized the positive impact of minority role models on academic achievements, underscoring the importance of recognizing and valuing the contributions of individuals from diverse backgrounds as potential role models, mentors, and leaders in the educational sphere. Campbell (1995) presented a vivid portrayal of the realities encountered by principals who embody dual identities as both Mexican American and female. Carr (1995) explained the distinctive communication patterns exhibited by female principals, shedding light on their variances influenced by the dimension of ethnicity. Recognizing the impact of culture on communication is essential for fostering inclusivity and effective educational practices. Social justice in education advocates for understanding and valuing diverse communication styles and cultural perspectives.

Third Era Overview. Between the years 1999 and 2012, *Educational Considerations* published six, full issues relating to social justice in education, not to mention the many single articles concerning social justice that were also published during this time. For the sake of this article, the focus will remain on the six, full issues rather than the single articles. The themes of each issue discussed below are reflective of the broader social, cultural, and political context of this era. Furthermore, these themes each coincide with one or more dimensions of Fraser's theory of social justice.

21st Century Topics on School Funding. According to Crampton (2000), the articles in this issue present "an analysis of the more recent past, examining trends and issues that hold importance for the present and future, not only of education finance but also of education more generally" (p. 2). These articles address the following topics: school finance litigation (Thompson & Crampton, 2000), compensation reform (Theobald, 2000), high levels of spending in urban districts (Killeen et al., 2000), school finance research (Picus & Robillard, 2000), finance provisions under the IDEA amendments of 1997 (Verstegen, 2000), charter school spending (Arsen, 2000), educational entrepreneurship (Crampton & Bauman, 2000), web-based instruction (LaCost et al., 2000), and generational continuity in a globalizing economy (McClure, 2000).

Fraser's dimension of redistribution is exemplified in Picus & Robillard's (2000) article, *The Collection and Use of Student Level Data: Implications for School Finance Research.* The article brings into question the scant amount of research done on how school finances are allocated at

the per-pupil level among schools within districts. Picus and Robillard (2000) state, "Understanding the extent to which differences in spending and educational resources are unevenly distributed among schools both within districts and across schools among districts within a state is another critical issue for future school finance research" (p. 27).

Reform of Educational Leadership Preparation Programs. This issue is the final of three that explore the reform of educational leadership preparation programs in the United States. "Recent criticisms of the quality of the university-based programs, as well as the continuing pressure from the state and federal levels to improve student achievement and to close the longstanding achievement gap between socioeconomically disadvantaged students and their more advantaged peers, have placed the efficacy of educational leaders at the school and district levels in the spotlight" (Miller, 2006, p. 4). These articles address the following topics: the role of partnerships (Everson, 2006), professional learning communities (Doolittle et al., 2006), school improvement (Gordon et al., 2006), training of community college administrative leaders (Dominguez, 2006), cognitive development of adult undergraduate students (Collins, 2006), development of beginning teachers (McGlamery et al., 2006), and school accountability (Phelps & Addonizio, 2006).

Political representation, Fraser's third and most recently added dimension, is highlighted in Phelps' & Addonizio's (2006) commentary, *How Much Do Schools and Districts Matter? A Production Function Approach to School Accountability*. This commentary discusses a model that was created to assess the quality of schools in response to accountability measures that were put into place after the 1994 reauthorization of the Elementary and Secondary Education Act of 1965, which established annual yearly progress (AYP) for Title I schools and districts. According to Phelps and Addonizio (2006), "To accurately estimate the 'quality' of a school, that is, the school's contribution to student learning, one must account for the relative contributions of children's families, communities, peers, and school resource levels to student learning" (p. 52).

Voices from the Field: Phase 3. "Voices from the Field: Phase 3" was a national research study conducted by the University Council for Educational Administration. The purpose of this study was to look at the perceptions of administrators in regard to social justice, school improvement, and democratic community. The goal of this special issue was to provide additional perspectives on educational leadership. Acker-Hocevar et al. (2009) state, "Five research teams have combined to provide a range of perspectives about the many nuances of life as a school leader in today's world and ways that life has changed with increased accountability" (p. 8). The articles in this special issue address the following topics: urban elementary principals (Rodriguez et al., 2009), educational leadership (Johnstone et al., 2009), democratic communities in schools (Wasonga & Christman, 2009), the power and role of superintendents (Miller et al., 2009), pragmatism as a philosophical frame (Ivory et al., 2009), measuring and reporting school/district effectiveness (Phelps, 2009).

In *Leading with Heart: Urban Elementary Principals as Advocates for Students*, Rodriguez et al. (2009) discuss the role of principals in urban settings when working with student populations that are ethnically diverse and economically disadvantaged. According to Rodriguez et al. (2009), "Implications for social justice come to the forefront in urban areas with large numbers

of low socioeconomic students. The needs of these students are personal and social as well as academic" (p. 8). Fraser's educational meaning of recognition—defined by Cazden (2012) as "marginalized groups seeking to counter dominant and pervasive deficit theories and practices that assume their cultures, knowledges, values, even their humanity, are of no worth" (p. 182)—pinpoints what these urban principals are trying to combat for their students.

Educational Leadership Challenges in the 21st Century: Closing the Gap for At-Risk Students. This issue explores how educational leaders navigate the challenges surrounding at-risk student achievement gaps and the quest for solutions. Vesely (2010) argues, "Because our students will face an increasingly competitive global economy, the United States cannot afford academic achievement and high school graduation rates that trail those of our developed nation peers—and even those of some developing countries" (p. 4). The articles in this special issue address the following topics: at-risk students (Vesely, 2010), leadership roles in closing the graduation gap (Mac Iver, 2010), an online interdisciplinary licensure program (Vogel & Rude, 2010), multiple sources of achievement data in school leadership (Knoeppel & Rinehart, 2010), and the economics and financing of urban schools (Crampton, 2010).

Vogel and Rude (2000) feature a two-year online multi-disciplinary Master of Arts degree program for Native American teachers developed by the Educational Leadership and Policy Studies program and School of Special Education at the University of Northern Colorado in their article, *Native American Educational Leader Preparation: The Design and Delivery of an Online Interdisciplinary Licensure Program*. The article describes the context, design, and evaluation of the program. In the article, Hale (2002) underscores the importance of a multicultural perspective in the practices of school administrators. Hale (2002) emphasizes that Native American student cultural knowledge should not only be acknowledged but also reinforced and expanded upon. The contents of this article align with Fraser's second dimension of social justice, recognition, where she explains the importance of educational justice for marginalized groups, which requires the "recognition and inclusion in the school curriculum of their histories, cultures, and knowledges" (Cazden, 2012, p. 182).

Class Size and Student Achievement. This issue revisits the relationship between class size and student achievement. The reconsideration of research on class sizes is especially pertinent in an era marked by substantial reductions in education budgets by various states and local governments. This context demands difficult decisions regarding the scaling back or removal of programs and endeavors, all while striving to prevent any negative impact on students. According to Phelps (2011), "As states, schools, and local districts make these difficult decisions, it is essential that they balance cost-effectiveness with the best interests of students and maintain the ethical, moral, and legal imperatives of equality of educational opportunity and social justice" (p. 5). The articles in this issue address the following topics: class size, productivity-related research, estimating effect size, simulating policy options, and factor analysis of explanatory variables in an achievement production function (Phelps, 2011).

Fraser's third dimension, representation, encompasses the idea that social justice in education involves having a voice and presence in political decision-making. Phelps' article, *A Practical Method of Policy Analysis by Considering Productivity-Related Research*, provides a "rationale and ideas regarding how policymakers can move through the more sophisticated levels of the

taxonomy—the critical analysis of educational research evidence and a structured decision-making process" (Phelps, 2011, p. 18). In this article, class size takes center stage. Three levels of decision-making in regard to class size are outlined in order to explore the policymaking process.

Education Finance. A selection of papers from the inaugural National Education Finance Conference of 2011, constitute this issue of *Educational Considerations*. These articles encompass a spectrum of fiscal concerns that hold utmost significance for the education of every child within the United States. Thompson (2012) states, "The overarching policy values of equity, efficiency, adequacy, accountability, stability, and choice are threads that run throughout, providing a sense of continuity across historical and emerging issues in education finance" (p. 5). The articles in this issue address the following topics: the growth of education revenues (Alexander, 2012), independent and charter school districts (Rolle & Wood, 2012), English-language learners and judicial oversight (Sutton et al., 2012), equity and implications for school funding (Hirth & Eiler, 2012), funding of virtual schools (Stedrak et al., 2012), utilizing online education to meet mandated class size limitations (Mattox, 2012), and entrepreneurial and entropic fiscal policies (Sweetland, 2012).

In terms of social justice in education, Fraser's first dimension, redistribution, deals with equitable distribution of educational resources and ensuring access to those resources for all students. In the article, *The Funding of Virtual Schools in Public Elementary and Secondary Education*, Stedrak et al. (2012) present an overview of virtual education by state, including the type and funding, in order to provide information to policymakers. According to the authors, "…with the inherent inequity of the digital divide, virtual schools could become the great equalizer, ensuring all students are afforded the same educational opportunities—regardless of socioeconomic status or geographical barriers" (p. 49).

Fourth Era Overview. The last section of the journal, which covered the years 2012 to 2023, from Volume 40 to Volume 49, highlighted the growing importance of equity and inclusion in the ever-changing field of education. Topics such as multicultural literature, tracking systems, diversity-centered curricula, and social justice mathematics have taken center stage in these discussions. Notably, the research framing was particularly influenced by specific issues within this timeframe, including Volume 40, Issues 2 & 3, Volume 43, Issue 1, Volume 45, Issues 1 & 2, and Volume 48, Issue 1.

Multicultural Literature and Community-Based Education in Teacher Preparation. The transformative power of multicultural literature in fostering discussions on pressing social justice issues is evident. Hoppe (2022) offers a platform to address complex subjects such as racial inequality, poverty, and identity, creating a safe space for dialogue. By weaving these narratives into preservice teacher education through read-aloud sessions, culturally responsive teaching can flourish, benefiting diverse student populations (Griffin et al., 2002; Zúñiga et al., 2002). This approach cultivates cultural competence among teachers and students, establishing the foundation for an equitable society. Interactive read-aloud experiences extend beyond storytelling, creating vibrant communities of learners and promoting social-emotional growth, cultural understanding, and critical thinking (Dressel, 2003; Griffith, 2009, as cited in Hoppe,

2022). Amplifying the voices of marginalized communities through these narratives addresses representation gaps and fosters inclusivity.

Beaudry (2015) also addressed the challenge of aligning preservice teachers' backgrounds with the diverse student communities they serve. Community-based education emerges as a transformative bridge, fostering personal connections with learning and equipping teachers to navigate complex classroom dynamics. By intertwining personal experiences with pedagogical practice, community-based education nurtures culturally sensitive, equity-driven educators prepared to shape the trajectories of their diverse students' lives. This approach aligns with the evolving landscape of teacher preparation and equips educators to engage with the intersections of education, diversity, and equity (Beaudry, 2015). A common goal of promoting a more inclusive and just world where diverse perspectives and backgrounds are respected and valued is shared with Nancy Fraser's theory, and both stress the importance of recognizing and addressing the complexities of social justice issues, whether in teacher education or broader societal contexts.

Untangling Tracking's Historical Impact on Equity. The historical and contemporary implications of tracking systems within education are explored in depth by McCardle (2020). Originating from IQ tests, modern tracking employs standardized achievement exams to categorize students, perpetuating disparities. Tracking has historically played a role in racial and ethnic segregation, often aligning with magnet schools aiming to bypass desegregation mandates. Critical Race Theory offers a lens to dissect tracking's role in perpetuating segregation, encompassing curriculum, instruction, assessment, funding, and impacts on marginalized communities. The urgency to dismantle tracking's discriminatory legacy is emphasized, advocating for educational reforms that prioritize inclusivity and equal opportunities. This underscores the need to recognize multifaceted factors contributing to educational inequity (McCardle, 2020).

Enhancing Diversity Education in Higher Education. Gordon et al. (2019) explored universities' endeavors to equip students for a globally diverse society through diversity-focused curricula. Pedagogical strategies adopted by faculty to teach inclusivity and diversity encompass diverse approaches such as discussions, varied course materials, integration of perspectives, role modeling, personal anecdotes, humor, real-world applications, and formal learning activities. The study highlights the complexity of responsibility and goals linked with diversity-related courses. Faculty perspectives on the objectives and methods of such courses diverge significantly. Challenges in teaching diversity are recognized, ranging from student dynamics to institutional constraints. A systematic approach is advocated to address these challenges and bridge gaps between institutional aims and instructional practices, fostering robust, intentional diversity education strategies.

Empowering Marginalized Voices through Social Justice Mathematics. Social Justice Mathematics (SJM) emerges as a powerful tool for resource redistribution and recognition of marginalized groups. Defined as a means to challenge the dominant paradigm, SJM empowers through mathematics. However, challenges surface in achieving student empowerment, rigorous mathematical engagement, and co-constructed classroom learning. Collaborative efforts among students, educators, and researchers offer a promising way forward, bridging the gap between

SJM goals and practical implementation. By nurturing triumphs in both conventional and critical mathematics, collective commitment paves the way for an inclusive, equitable, and empowered educational landscape (Kokka, 2015).

Navigating Truth and Social Justice in Graduate Education. The complexities of conveying truth and social justice in graduate education are explored, highlighting the challenges educators face. Addressing power dynamics, determining teachable content, crafting inquiry-driven learning, guiding students' expression, and effective communication are central to this journey. Acknowledging difficulties and fostering social class awareness enable educators to navigate the graduate education landscape and amplify truth despite multifaceted challenges (English & Roy, 2015). This approach empowers educators to address the nuances of social class within higher education, expanding pedagogical horizons and fostering overt conversations about class and power dynamics.

While English and Roy (2015) discuss the need to consider social class, gender, race, and economic disparities in the context of education, Fraser's theory encompasses economic redistribution, cultural recognition, and political representation as dimensions of justice. Both highlight the importance of addressing multiple dimensions of justice to achieve a more equitable and inclusive society. They emphasize that understanding and addressing these intersecting dimensions are essential for promoting social justice and creating a difference-friendly world where diverse perspectives and backgrounds are respected.

Justice Education through Civic Leadership. According to Kliewer and Zacharakis (2015) the development of civic leadership students often falls short in equipping them with the necessary tools to navigate the complexities of political contestation surrounding claims of justice. Rawls' theory offers a guiding light towards crafting a justice education curriculum that merges structured methods with practical deliberation techniques. This approach reframes civic leadership as a means to establish conditions conducive to community-wide deliberation on justice.

Three pivotal dimensions emerge in the discourse of civic leadership education. First, students must be adept at orchestrating and evaluating public forums that address issues of inclusivity across various communication modes, class, race, and gender. Second, the curriculum should empower students to engage voices traditionally marginalized by existing systems. Inclusivity lies at the heart of effective civic leadership. Lastly, the curriculum should equip students with strategies to translate public forum outcomes into tangible impact.

Higher education's aspiration to promote justice mandates the formulation of curricular frameworks that foster abstract reasoning and a dedication to justice. Rawls' theory offers a roadmap for such a curriculum, rooted in philosophical methods and deliberative practices. This approach shifts the focus from intuitive morality and political contention to a curriculum grounded in comprehensive principles that nurture justice and moral development as elements of public reason.

Major Takeaways

Historical Context and Continuity. Understanding the historical context of educational research is crucial. The research highlights the foundational period (1973-1984) where the seeds of social justice in education were planted. Recognizing the continuity of certain themes over eras provided insights into the enduring importance of these issues. As the years went by, there were shifts in focus areas over time, from a general commitment to equitable education in the early years to more specific themes like multiculturalism, gender equity, and social justice dimensions as analyzed through Fraser's social justice theory. Recognizing these shifts helps educators and policymakers stay attuned to evolving priorities in the field.

Connection to Broader Societal Dynamics. The issues that had the top ten most downloaded articles in *Educational Considerations* in the 50 years of publishing indicate the impact of an open-source journal format. For the researchers, the alignment of the emerging themes of the articles with broader societal, cultural, and political dynamics highlights the interconnectedness of education with larger societal trends. By recognizing and responding to these connections, educators and stakeholders can enhance the effectiveness of educational initiatives. This also suggests that making educational research easily accessible to people can contribute to its relevance and utility, allowing a wider audience to engage with critical issues in the sector for a broader connection with society.

Fraser's Theory of Social Justice. Fraser's three-dimensional theory of social justice provided us with a lens to view the issues surrounding social justice in education over the last 50 years as documented in *Educational Considerations*. Articles published between the years 1999 and 2012 fell under one or more of Fraser's three dimensions: recognition, redistribution, and representation. Employing a critical lens like Fraser's helped us look at these articles from multiple angles when discussing and analyzing the evolution of social justice in education through the years.

Economic Redistribution. According to Fraser, economic redistribution involves addressing economic inequalities and ensuring a fair distribution of resources and opportunities. 21st century topics on school funding and education finance are both critical aspects of economic redistribution in the context of education. The issues in these articles not only informed us of existing inequities in funding models and policies that contribute to funding disparities, but also provided us with ideas for how we can make changes in order to achieve economic justice in education moving forward.

Cultural Recognition. Fraser's dimension of cultural recognition involves acknowledging individuals and groups as equals in social, political, and cultural spheres. Because education is seen as a key site for the struggle for recognition, unequal educational opportunities and representation can contribute to cultural misrecognition. Using this lens to look at the articles concerning leadership in the field was particularly interesting. The roles that educational leaders play and their own perspectives surrounding social justice in education are a vital aspect in ensuring cultural recognition equity.

Political Representation. Political representation, Fraser's most recently added dimension, is about having a voice and influence in decision-making processes in order to ensure individuals and groups are being adequately represented in political and social systems. The articles surrounding reform of educational leadership preparation programs, class size, and achievement highlighted this dimension of social justice. When taking political representation into consideration, it was difficult not to connect this idea with our present-day political climate. The upcoming presidential election and the current attack on college campuses underscore the importance of representation in decision-making processes.

Changes in Education. The insights gathered from the articles of this era (2013-2023) strongly advocate for a significant change in education, urging a departure from traditional methods towards a comprehensive approach centered on equity, diversity, inclusion, and belonging. The integration of multicultural literature and community-based education emerges as a potent force, restructuring not only teacher preparation but also catalyzing advancements in social justice. The focus goes beyond surface-level cultural competence, creating environments conducive to crucial discussions on pressing issues like racial inequality, showcasing a firm commitment to inclusivity and justice.

Inclusivity. Highlighted interactive experiences play a crucial role in fostering vibrant learning communities, actively nurturing academic growth, social-emotional intelligence, cultural understanding, and critical thinking skills. Community-based education is not merely presented as a link but as a transformative force, blending personal experiences with teaching practices, shaping educators into cultural champions guided by principles of equity. The shared goal of promoting inclusivity resonates with Nancy Fraser's theory, emphasizing proactive engagement with the complexities of social justice.

Diversity-Focused Curricula. The examination of tracking systems through the lens of Critical Race Theory is calling for reforms that go beyond rhetoric and stress the immediate need for inclusivity and equal opportunities. The call for systematic diversity-focused curricula in higher education, integrating social justice, underscores the transformative power of collaborative empowerment.

In graduate education, complexities are reframed as opportunities for growth, involving addressing power dynamics, determining content, and fostering awareness. Justice education through civic leadership emphasizes inclusivity and translating forum outcomes into tangible impact. Ultimately, these insights merge into a resounding call for a holistic revolution, going beyond a mere list of strategies and embodying an active commitment to fostering an equitable, inclusive, and just society that extends well beyond classrooms into societal evolution.

Conclusion

In conclusion, this research article delved into a comprehensive examination of how the concept of social justice in education has evolved over four eras, focusing on peer-reviewed articles published in the Kansas State University College of Education's journal, *Educational Considerations*. The study adopted a qualitative research approach and employed document analysis as its primary methodology, drawing data from articles spanning from 1973 to 2023. A

total of 917 articles were reviewed, out of which 137 were selected that were in line with the research purpose for the document analysis process, as shown in Tables 2 and 3, respectively.

The inaugural era, as indicated in Table 3, dating from 1973 to 1984 of *Educational Considerations*, set the stage for an exploration of social justice, a theme that has remained integral throughout the journal's history. While social justice issues were not the central focus during this period, the commitment to providing equitable education free from discrimination was palpable. Research published during this era revealed a dedication to ensuring that educators were well-equipped to understand and meet the diverse needs of their students. Authors from this time passionately addressed critical issues in education, aiming to enhance the effectiveness and ethical grounding of the educational process. Their mission was to optimize the utilization of available resources, advocate for inclusive education that transcended the boundaries of segregation and labeling, and promote mainstream classrooms welcoming diverse students. This era laid the foundation for inclusive education, a theme that remains relevant to this day.

1988 to 1995 saw instances of articles titled with themes or phrases like "Nonsexist," "Multicultural Education," "Sex Equity," "Non-racist Approach," "Gender Equity," "Black Professional Women," "Black Students Recruitment," and "Black Female Students." It is worth noting that the 1995 full issue, edited by Trudy Campbell, which focused on women in school administration (22.2), and the themed issue from 1998 (25.2) on school finance, edited by R. Craig Wood and David C. Thompson, were among the top 10 most downloaded items. This is evidence that the open-source format of *Educational Considerations* has enabled new readers to discover and engage with works that remain relevant to today's pressing issues. 2000 to 2012 saw *Educational Considerations* feature six complete issues centered around social justice subjects during this period. The researchers observed that the heightened discourse on social justice in education topics throughout the era mirrored the broader societal, cultural, and political dynamics within the educational landscape. The era's findings, which encompassed themes such as educational leadership challenges, narrowing disparities for at-risk students, and issues related to education finance, aligned with the three dimensions of Fraser's theory of social justice.

2013 to 2023 showed a dynamic educational landscape; the spotlight has been on equity and inclusion, where a mosaic of approaches has been adopted to create a more just and diverse learning environment. This article embarks on an illuminating journey through various social justice initiatives in education, thoughtfully drawing insights from a diverse array of scholarly sources. The educational landscape is marked by a collective effort to instill equity, inclusion, and social justice. Multicultural literature, diversity-focused curricula, and collaborative initiatives all contribute to this broader endeavor. By embracing these strategies, challenges, and recommendations, educational institutions can foster a more equitable and inclusive environment, preparing students for a diverse world and equipping them with the tools to navigate complex societal issues.

Overall, this document analysis research has brought to light the enduring relevance of the articles published in *Educational Considerations*. By analyzing the landscape of social justice in education from Nancy Fraser's three-dimensional perspective, the findings indicate that social justice in education has evolved over the years. Articles in *Educational Considerations* that have contributed to social justice in education remain instrumental in addressing contemporary

educational challenges and promoting the ongoing pursuit of educational equity. The researchers conclude that, over the past 50 years, the journal has consistently upheld its dedication to making peer-reviewed literature available to the field of education, thus fostering equitable education and making valuable contributions to the field of education. Findings from this research analysis underscore the journal's enduring commitment to social justice in education and its critical role in shaping the discourse on equity and fairness in education, ensuring that *Educational Considerations* remains a torchbearer in the pursuit of a just and inclusive educational landscape.

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