

**The John Dewey Society
and
the *Journal of School & Society*
announce:
A Call for Public Scholarship**

**Issue #7.2:
Education on the Other Side of the Pandemic:
A Call to Parents, Teachers, Elders, and Other
Community Leaders**

The John Dewey Society, founded in 1935, created the *Journal of School & Society* in order to meet one of its central aims: to support a vibrantly educated public by fostering intelligent inquiry into problems pertaining to the place and function of education in social change, particularly among teachers, parents, and community activists.

We invite all those interested in engaged public scholarship to contribute to this exciting venue.

It is not the time of your judgement, but of our judgement: a time to choose what matters and what passes away, a time to separate what is necessary from what is not.

Pope Francis, *Urbi et Orbi* (March 27, 2020)

There is no doubt that the COVID-19 pandemic has been a global tragedy.

Already, there have been over 100 million cases globally, with over 2 million deaths.¹ The global economy shrank by 4.4% during 2020.² According to one study, the equivalent of 255 million full-time jobs—about four times more than the number lost during the 2009 financial crisis—were lost during the year.³ The depth of systemic racism in countries like the United States is clear, as the mortality rate for Black, Native, and Latinx Americans are over double those of White Americans.⁴

Numbers, however, do not convey the depths of the tragedy. We know, for instance, the loneliness felt by many elders, unable to visit with family and friends. Many young people have had to adjust to remote learning. Events centered on athletics and the arts have ground to a halt, and the creative interactions upon which so many youth thrive have been taken away. All the while, parents are forced do their best to balance their own work with their children's learning.

¹ World Health Organization, *WHO Coronavirus Disease (COVID-19) Dashboard*, January 27, 2021, https://covid19.who.int/?gclid=Cj0KCQiAmL-ABhDFARIsAKywVaeHCInef0_0aM_Q1qDEOzrdc6COO6Z2X019qTEwqpGdgNqAJOqoRVYaa_hGfEALw_wcB.

² Lora Jones, Daniele Palumbo, & David Brown, "Coronavirus: How the pandemic has changed the world economy," *BBC News*, January 24, 2021, <https://www.bbc.com/news/business-51706225>.

³ Lisa Schnirring, "Experts weigh economic impact as world nears 100 million COVID-19 cases," *CIDRAP*, January 25, 2021, <https://www.cidrap.umn.edu/news-perspective/2021/01/experts-weigh-economic-impact-world-nears-100-million-covid-19-cases>.

⁴ Centers for Disease Control and Prevention, *COVID-19 Hospitalization and Death by Race/Ethnicity*, November 30, 2020, <https://www.cdc.gov/coronavirus/2019-ncov/covid-data/investigations-discovery/hospitalization-death-by-race-ethnicity.html>.

The situation is particularly acute for classroom teachers. Of all sectors, education was probably the least prepared for the switch to remote work. Overnight, teachers' job descriptions were changed, and the work they were expected to do presented extreme mental and physical burdens.⁵ The psychic rewards that draw so many teachers to the profession were replaced by online encounters with dozens of tiny black boxes, all on mute. This, while rates of depression, anxiety, and school failure climb for students.⁶

The pandemic has been hard. But as with all experience, it has provided us with opportunities for learning, growth, and transformation. On the other side of this pandemic, we can and we must—individually and collectively—be different.

We must focus not only on what we have given up during the pandemic, but also on what we would be giving up by going back to our former ways of living.

In this upcoming issue of the *Journal of School & Society*, we therefore ask educators to share their pandemic stories. What have you, your families, and your colleagues experienced over the past year? In what local social and cultural context? In what policy context? And through what personal and collective strategies for perseverance, adaptation, and, perhaps, human flourishing?

⁵ Shefali Luthra, "Amid coronavirus pandemic, teachers' mental health suffers in ways they've never experienced," *USA Today*, January 4, 2021, <https://www.usatoday.com/story/news/education/2021/01/04/covid-19-teachers-mental-health-suffering-during-pandemic/4091864001/>.

⁶ Karen Dineen Wagner, "New findings about children's mental health during COVID-19," *Psychiatric Times*, October 7, 2020, <https://www.psychiatrytimes.com/view/new-findings-children-mental-health-covid-19>; Carolyn Thompson, "Schools confront 'off the rails' number of failing grades," *AP News*, December 6, 2020, <https://apnews.com/article/distance-learning-coronavirus-pandemic-oregon-7fde612c3dbfd2e21fab9673ca49ad89>.

We invite individuals, families, and elders to tell their stories—from all walks of life and from around the globe. We especially invite the stories of teachers who are juggling the education of their students and the education of their own children.

We invite schools to tell their stories—from around the globe. We especially invite the stories of schools that are excelling in remote instruction—finding new ways to realize the essence of their work as they meet the needs of the most vulnerable of student populations: students with disabilities, immigrant and refugee students, students living with trauma, and students living in poverty.

We invite school leaders, school policymakers, and local and state legislators to tell their stories—from around the globe. We especially invite the stories of leaders who have found creative solutions that protect public health, ensure learning, and that promote civic engagement.

How to Contribute to the Issue

Unlike many academic journals, this publication actively seeks out both its contributors and its readership. Working in the spirit of John Dewey, we seek to create the dialogic spaces and public engagement that we believe is sometimes missing from educational debate.

We view our work as broadly educative, in that we want to help connect practitioners in public dialogue. To do so, we work closely with educators and community activists to bring out their voices and stories. We also work closely with academics who wish to contribute their expertise and insight to the conversation.

Invited Pieces

Work from educators (both inside and outside of schools) and other community members are welcome. This work may take either standard article form or may be submitted in alternative formats, such as a video interview or presentation. A grounding in scholarship is not necessary. Ordinarily, articles in this category will range from 2,000 - 5,000 words, although both longer and shorter submissions may be appropriate. Authors should expect to work closely with the editorial team to produce their submissions.

Peer-Reviewed Scholarly Articles

Submissions for the peer-reviewed section of the journal are expected to conform to scholarly standards in their use of theory and empirical research to ground discussion of educational issues. Expected article length is ordinarily 5,000 - 8,000 words, but both longer and shorter pieces can be considered. In addition to the Editors, articles in this category will be read by a minimum of two peer reviewers.

Submission Guidelines

Please see our journal website for specifics. Submissions and inquiries should be emailed to Kyle Greenwalt, Editor of the *Journal of School & Society* and Buddy North, Associate Editor of the *Journal of School & Society*. Kyle's email is greenwlt@msu.edu and Buddy's email is bbn2110@tc.columbia.edu. Submissions should be received by August 15, 2021.