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Letter from the Senior Editor

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Letter from the Senior Editor

In line with the mission the Journal of Critical Thought and Praxis, the editorial board discussed ways to promote spirited and critical conversation and to strengthen our commitment to what social justice work really feels and looks like in every day practice. This special issue emerged from these discussions; we discussed how it is important for members of the social justice community who can foster more just, equitable conditions to do so. As practitioners, activists, allies, academics, and other participants who are building a more socially just world, sharing these everyday practices of social justice amongst our community provides an opportunity to better understand how social justice principles are put into action. Thus, we solicited manuscripts that navigate the difficulties and realities of doing this work as we continue along with our special issue format as a journal.

We asked our contributors to discuss what doing this type of work—doing social justice work—means. How do they manage the tensions and messiness of this work? What everyday practices of social justice have been critical to their work? What does it mean to engage in critical and praxis-based work? What strategies are effective to organize communities for addressing power and inequalities? What advice or lessons would they share with others as they engage in anti-oppressive activism, practice, and scholarship?

I am intellectually and personally inspired by the published works in this special issue of *Everyday Practices of Social Justice*. They are thoughtful, accessible, and move the conversation forward. I hope that we, as readers, learn from the authors' reflections on social justice work so that we may share our own understanding and future plans for action. How would we move through the overwhelming feelings of the enormity of social injustices and crisis like Lauren Hoffman explores in *Working Towards Everyday Social Justice Action: Exploring Liquid Modernity, Material Feminisms, Care of the Self, and Parrhesia*? What would it look like if we centered issues of social justice and equity within our teaching? How would our students respond? How would fellow teachers and administration react? Danielle Ligoeki examines those very issues in *Inequalities in Math: Using the Algebra Classroom as a Site for Social Justice*. Sarah Gordon, Precious Elmore-Sanders, and Delton Gordon wrote *Everyday Practices of Social Justice: Example and Suggestions for Administrators and Practitioners in Higher Education* to illustrate how power can be challenged at an institution while providing developmental moments to students, and act throughout the many organizational layers of an institution.

These articles are just a small sample of the work published in our special issue on *Everyday Practices of Social Justice*. We believe that the stories and voices shared in this volume continue our mission of engaging in critical scholarship that supports the awareness of social justice issues, and challenges individuals to move towards advocacy and concrete engagement within social justice movements.

Best regards,

Michael DuPont
Senior Editor