

Editorial Introduction

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Thank you for your continued support of *Taboo: The Journal of Culture and Education*. It is indeed an honor and a privilege for us to join the impressive lists of scholars who have contributed to the success of the unique academic forum *Taboo: The Journal of Culture and Education* as the new Editors in Chief. Those attached to this journal represent scholars willing to tackle the tough challenges associated with critically examining the study of teaching and pedagogy that focuses on the relationship between education and its socio-cultural context. As the new editors we are committed to publishing works from a variety of contextualizing disciplines including cultural studies, curriculum theorizing, feminist studies, the social foundations of education, critical pedagogy, mutli/interculturalism, queer theory, and symbolic interaction. *Taboo* is grounded on the notion of “radical contextualization.” During our tenure, the pages of *Taboo* will continue to be filled with contributions from a range of contributors who work within these general areas and as its title suggests, each piece published under our tenure will address compelling and controversial issues. This current issue, however, draws upon manuscripts accepted by the previous editors and represents our commitment to honoring the decisions on these manuscripts before we move into new articles under our editorship.

In “Education for Whom? Word Problems as Carriers of Cultural Values,” Anita Bright examines the use of mathematics textbooks, trade books and standardized tests to communicate what is valued and what constitutes acceptable forms of knowledge. Bright shows how mathematics curricula is linked to cultural reproduction and contains a hidden curriculum that perpetuates hegemony and the exploitation and marginalization of historically disadvantaged groups.

Annette Coburn and Patricia McCafferty take a provocative look at the effects of the marketing of the Olympic Games school-based learning. In “The Real Olympic Games: Sponsorship, Schools, and the Olympics—the Case of Coca-Cola,” Coburn and McCafferty examine the use of mascots and other marketing tools during the

London Games in 2012 aimed at children under the guise of school-based learning, which was really aimed at promoting the Coca-Cola brand. Specifically, the authors examine the role (and control) of corporate sponsors in reaching school-aged young people through enterprise education that appear to advance the commercialization of childhood. The authors characterize the Olympics as the ultimate branding prize, the real legacy of which is often masked and misunderstood.

“I Just Love Kids...Is That a Problem?": Desire, Suspicion, and Other Good Reasons Men Don't Choose Early Childhood Education" by Thomas Crisp and James R. King forces readers to think about the under representation of male educators in elementary education in new ways. The article enhances our understanding about the contradictions that often influence men in their decisions about teaching at the elementary school level. Crisp and King call upon readers to re-imagine ideal types of elementary school teachers and the ways in which current images of educators are gendered.

Laureen Fregeau and Robert Leier weigh-in on a topic that has received a great deal of scholarly attention, but in ways that limit our understanding of the scholarship's application to diverse populations. Specifically, the authors of “Two Latina Teachers: Culture, Success, Higher Education” examine the graduate-level teacher education experiences of Latina immigrants with a particular focus on what motivates Latina migrants to excel in higher education. The scholars draw from the literature on critical consciousness and resilience.

Tracy Keats examines homophobia in women's coaching in the article “Lesbophobia as a Barrier to Women in Coaching.” Research on sports is not only male-dominated, but limited in other important ways. Sports also tend to reflect hypermasculinity, homophobia, and misogyny. Consequently, the challenges of female coaches in the heterosexual male-dominated institution of sport are often ignored. Keats addresses the gaps in the sports literature by focusing on what she calls “an irrational fear of and negative attitude towards homosexuals, and particularly lesbophobia—fear and negativity towards lesbians—impedes all female coaching careers.” To address the pervasiveness of lesbophobia in sports, Keats investigates homonegative barriers to women coaches and stresses the importance of acknowledging and dismantling homophobia within a hegemonic sport culture in order to create safer, more equitable, and more welcoming sports environments for women, regardless of sexual orientation.

Andre Perry, Rashida Govan, and Christine Clark provide the one new piece included in this first issue that did not originate from the previous editors. We decided to include this piece as it provides a robust discussion about Historically Black Colleges and Universities that seems much needed in the conversation about higher education. In this piece the authors urge readers, through a careful analysis, to consider the ways that race, class, social standing, and school type help to craft a robust understanding and description of the emergence of college extracurricular activities.

A public school principal, Bretton Polowy, contributes a piece in our inaugural issue as editors of *Taboo* titled, “Teaching and Learning From an Anti-Fragile Perspective.” We welcome contributions from scholars, teachers, graduate students, practitioners, and other interest-holders because we recognize that knowledge originates from many sources and the lived and professional experiences of the aforementioned groups have value. Principal Polowy makes the argument that complexity science, living systems theory, and self-organizing networks of community practice must become an essential part of every child’s school experience if we are ever to attain a sustainable future. Polowy further argues, that an anti-fragile teaching and learning perspective has the potential to shift human endeavor in a more sustainable direction and prepare the leaders of tomorrow for the challenges of the world around them.

Clearly, *Taboo* is a safe space for ideas that push the proverbial envelope and new ways of thinking that challenge conventional norms and wisdom, and hopefully takes readers out of our comfort zones—wherever those invisible boundaries may exist. In keeping with the theme of cutting-edge critical analysis, Haggith Gor Ziv writes “Teaching Jewish Holidays in Early Childhood Education in Israel: Critical Feminist Pedagogy Perspective.” Using a critical feminist pedagogical lens, Ziv unpacks teaching in early childhood education in Israel.

Our readers should find that the articles we publish are much like we are as editors—diverse ideologically and methodologically and challengers of the status quo. Readers will find that articles published during our tenure are also academically rigorous. They are meant for a diverse audience and meant to provoke and evoke people to challenge the ways they see issues they have seen before in new ways and issues they may never have encountered before.

Our goal is to problematize that which is either commonly taken for granted as truths or conventionally regarding as off-limits and to produce and promote new knowledge and new paradigms that will allow readers to tackle the tough challenges we face and thrive.

To that end you will see some new directions for *Taboo*, with special issues proposed by leading scholars in the field to tackle really important and focused conversations on a variety of critical topics. Also, beginning with our first full issue of new articles to come out later in 2016 we will include a hot topic conversation starter that we generate as editors to share our thoughts and ideas on controversial issues facing the disciplines represented in this journal. We hope this hot topic section will begin, engage with, and otherwise extend necessary conversations in the field.

In solidarity,
Kenny and Lori