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In a season of tragedies like the fatal beating of Tyre Nichols in Memphis by police officers and renewed assaults on Critical Race Theory CRT, this issue of *Dialogues in Social Justice: An Adult Education Journal* is once again timely. This volume is a combination of the second Being Black in the US issue edited by Edith Gnanadass, and our first CRT call edited by Elliott Dawes. With the continued challenge to discussion of racism and sexism in education, the banning of books like the 1619 Project by Hannah Nikole Hannah-Jones, and the denigration of scholarship related to race and CRT; we anticipate more CRT articles to come. We begin with this combined issue.

With a sense of urgency, we understand that adult education scholars are often at the forefront of social justice activism and that our research matters and nothing could matter more than setting the record straight about CRT. Naddine Wedderburn begins this process in her article, *Backlash: The Primordial Response to U.S. History and (Teaching) Critical Race Theory* by situating the current backlash to CRT within a US system averse to truth-telling, consciousness-raising and justice-oriented action as it relates to race. Then Chaddrick James-Gallaway and Adrienne D. Dixon further the discussion with historical context on this kind of anti-CRT discourse. Ramdeholl and Jones focus on counternarratives, a CRT tenet, to give voice to faculty and staff of color in higher education systems. The research article section is rounded out with two disparate studies on adult education and prisoner/college student relationships and digital book clubs during COVID. The first reflective essay also addresses the impact of COVID and higher education. Although not related to the Black experience or CRT, we needed to include these three as the publication of these fine articles is overdue.

*It's Tired Boss: Reflections of a Southern Black Woman Higher Education Professional* by Angela Kuykendoll is an honest and challenging essay, it is a call for Whites to examine their privilege and make change accordingly. In the spirit of both CRT and the Black experience it rings true. This issue concludes with three book reviews one on Black Theology and adult education, the second an examination of institutionalized racism and counterstories in higher education, and a third on health equity. All are a good fit for this combined issue.

Highlights of this volume are: the paintings by Madelyn McClarey in the Practices of Freedom resources section entitled *The Intersectionality of Black Women in the Civil Rights Journey*. These paintings honor the legacy of Black women as scholars, teachers, activists, mothers and grandmothers, and a second highlight is a poem from Rwandan adult students. These are visual and literary treats as well as potential instructional tools to prompt counterstories from our adult students. A special thanks to Dr. Kayon Murray-Johnson from the University of Rhode Island for working on the Black Experience manuscripts and Hannah Holliman from the University of Memphis for helping to finalize them.

In publishing volume 8:1, we include a call for additional articles on Critical Race Theory, adult education, and social justice. A formal call is included on the DSJ platform. *Dialogues in Social Justice* is committed to publishing top-notch scholarly work on current events at the intersection of justice and adult education. This current issue demonstrates this commitment.