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## 50 Years After Tinker: Protections and Limits of Expression in Schools

Guest Editors:

**Dr. Suzanne E. Eckes**

Department of Educational  
Leadership and Policy Analysis,  
University of Wisconsin, Madison,  
WI 53711, USA

**Dr. Janet Decker**

Department of Educational  
Leadership and Policy Studies,  
Indiana University, Bloomington,  
IN 47405, USA

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### Message from the Guest Editors

Dear Colleagues,

We recently celebrated the 50th Anniversary of *Tinker v. Des Moines*, the seminal U.S. Supreme Court case which ruled that “students do not shed their constitutional rights at the school house gate.” K–12 public schools continue to grapple with the scope of students’ First Amendment rights. These controversies related to freedom of expression are not surprising; students are often at the forefront of social change.

As a result, complex questions often arise in courts and classrooms involving K–12 student speech. When examining these complicated legal and policy issues, K–12 public school officials must be careful to give students the ability to become thoughtful and politically active citizens; they must tread lightly on limiting students’ right to free expression.

This Special Issue will address K–12 students’ and teachers’ First Amendment rights and will also address related constitutional issues concerning students’ rights in schools. While the focus will be on U.S. schools, one piece will address student and teacher speech rights in Brazil.



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# Special Issue



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### Prof. Dr. Patricia Easteal

1. School of Law and Justice,  
University of Canberra, Bruce,  
ACT 2617, Australia  
2. Legal Light Bulbs, Flynn, ACT  
2615, Australia

## Message from the Editor-in-Chief

*Laws* is an international, open access journal featuring rigorous scholarship on critical developments in governance, courts, agencies, and social order. Analysis and synthesis, theory and practice, and empirical and doctrinal work have appeared in the journal; contributions that bridge these traditional boundaries are particularly welcome. The social sciences and humanities generate insights both from and for the legal system. While theory grounds *Laws* in a timeless dialogue shaped by traditions of inquiry, legal practice ensures that scholars are addressing pressing problems. Both normative and positive scholarship can aid policymakers, judges, and agency officials. *Laws* brings together the work of theorists and practitioners, and a diverse range of empirical researchers, to promote the progress of foundational legal norms.

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*Laws* Editorial Office  
MDPI, Grosspeteranlage 5  
4052 Basel, Switzerland

Tel: +41 61 683 77 34  
[www.mdpi.com](http://www.mdpi.com)

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