

# A New Beginning

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**T**HE FIRST ONLINE ISSUE of the *Journal of Curriculum Theorizing*—after almost three decades of paper form—is released in the backdrop of financial, social, international, and educational crisis. Reborn into difficulty, *JCT* marks a new beginning in opening up possibilities in curriculum studies and sustaining the vital educational work we engage in daily life. The irony is that the current frozen time and shrinking space both in and outside of the field of education are happening while the Reconceptualization movement—in which *JCT* and the Bergamo Conference played a leading role—has already tremendously expanded the intellectual landscape of curriculum studies. The contrasts between contraction and expansion and between arrest and movement confront *JCT* with new challenges.

Meeting these challenges, we renew *JCT*'s original commitment to developing alternatives and risking intellectual experiments (Miller, 2005; Pinar, 2006) and endeavor to carve out potentiality not only new to the mainstream but also beyond our own limits, as self-critique is essential to new emergence. Beyond our own limits, we can see through conflicts for a bigger picture and negotiate passages between and among differences through “an ethics of *dissensus*” (Ziarek, 2001) to build an intellectual community in which diverse viewpoints risk mutual transformation.

It is a great honor for us to take on the role of co-editors for *JCT*. We are deeply indebted to the complicated conversations both at the Bergamo Conference and *JCT* which have been most influential to our own works for many years. It is a privilege for us to continue this important scholarly tradition. We thank the immediate past editor, Marla Morris, for her brilliant intellectual leadership, the Corporation for Curriculum Research, especially Margaret Zaccone for her decades of organizational leadership, and Alan Jones at Caddo Cap Press for his hard work in the past decade in producing the journal. We would like to pay tribute to all of those who have been a part of the history of *JCT*, especially the founding editor, William F. Pinar, and the managing editor of twenty years, Janet Miller, for their intellectual vision and ground-breaking leadership. We also thank section editors Mary Aswell Doll for her awesome editing for the

Literacies section and Yatta Kanu for her wonderful editing for the International Curriculum Discourses section for almost a decade as they pass their sections to new hands. Thanks go to all previous editors and section editors for their rigorous work.

As you are aware now, *JCT* has become an online, still refereed, scholarly journal. It will release three issues in April, September, and December annually. Going online is due to several considerations, including accessibility to a wider audience including international readers across borders (Rahman, 2008), flexibility and creativity due to online formats, and ecological and financial sustainability. The intellectual rigor of the journal will still depend upon the high standards of the peer-review process and editorial work in order to present distinguished, inspiring, and evocative scholarship. While the journal is currently indexed in *The Education Index*, we are also looking for more indexing channels for the journal. As the online design and delivery of academic journals becomes a sort of trend, our move to an online scholarly-run journal is particularly in line with the original intent of *JCT*. As Janet Miller (2005) recalls, the establishment of the journal “had a grassroots feel” and its initial years “rejected possibilities of journal publication under the aegis of a large publishing house so that we might retain our commitment to and decisions about the publishing of avant-garde work” (p. 35). Thanks to the advancement of technology, now we are able to renew such a commitment to enhancing both the rigor of and accessibility to avant-garde scholarship and to building more tunnels to connect different perspectives.

The new editorial team includes the following members:

*Co-Editors:* Adam Howard and Hongyu Wang

*Associate Editor:* Greg Dimitriadis

*Assistant Editors:* Aliya Rahman and Bruce Parker

*Editorial Assistants:* Jill Martin and Kris Ortiz

*Section Editors:*

Biblio-Revenance: Craig Kridel

Cultural Studies and Curriculum: John Weaver and Denise Taliaferro Baszile

International Curriculum Discourses: Lisa J. Cary

Literacies: Reta Ugena Whitlock

Practice, Policy, and Politics: Peter Appelbaum

Studies in Philosophy, Ethics, and Education: Peter Pericles Trifonas

Reviews: Aliya Rahman and Bruce Parker

An online journal depends on both team work and technological innovation. Our webmaster, Lori Sirtosky, has done breathtaking work for both *JCT* and the Bergamo Conference website. Bruce Parker and Aliya Rahman have done amazing jobs in the technical aspects of the journal. We also thank the Savannah College of Art and Design for continuing to provide artwork for the journal. We are excited to be working with an outstanding team of editors, editorial advisory board members, and technological and artistic design experts to maintain and enhance the quality and reputation of *JCT*. While we are responsible for feature articles, our section editors will also receive manuscripts, send them out for peer review, and make editorial decisions for their sections. We acknowledge all reviewers for their thoughtful work in the December issue annually. We also would like to thank the Education Department at Colby College and the School of Teaching and Curriculum Leadership at Oklahoma State University for providing ongoing financial support for the journal.

For Mikhail Bakhtin, “There can be no real sense of historicity unless the future is open and the present contains multiple potentials to be developed, or left undeveloped, by the efforts of real people” (Morson & Emerson, 1990, p. 424). *JCT* stands at a new beginning for unfolding these multiple potentiality of the present and for living into an open future with multiple emergent possibilities. Facing the challenges posed by the external pressures for educational standardization, the internalized expectations of curriculum instrumentalism, and the isolated fragmentations within the field of curriculum studies, *JCT* dwells in difficulty and continues to crack into the ground where we stand and create a lived space for moving towards what is yet to come. Exploring the possibilities of “disruptions and change that reside within the unknowable” (Kumashiro, 2000, p. 46) and tapping into the potentiality of the interconnected web of life that sustains the educational power for transforming the present, *JCT* provides a site for complications, connections, and crossings and is open to its own becoming. For generating fresh meanings, building new relationships, and keeping education alive, we ask for your ongoing support and involvement and invite you to submit your articles online and participate as reviewers. The guidelines for authors to submit manuscripts are posted on the website ([www.jctonline.org](http://www.jctonline.org)). All the information regarding the online system will be on the website and updated regularly.

First, please linger in the marvelous works collected in this issue. Enjoy!

## REFERENCES

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