

EDITOR'S NOTE

We are glad to be returning to active publishing again after a year's hiatus, during which we relocated JAAACS from its original site at the University of Wisconsin-Stout to its new home at the University of British Columbia. We want to take this opportunity to thank UBC, and especially Peter Grimmett, head of Curriculum and Pedagogy, for welcoming JAAACS in and for providing us with a promising new publishing platform.

This first issue of our eleventh volume also marks a transition in the editorial team, occasioned by the retirement of our founding editor, Alan Block, last year after ten years of dedicated service. Susan Jean Mayer, who is replacing Alan as editor-in-chief, and Patrick Roberts, who remains section editor of North American Literature, would like to welcome James Jupp to the team as section editor of International Literature. We are all also looking forward to working with our previous section editor of International Literature, João Paraskeva, in other capacities in coming years.

Our current issue begins with the AAACS 2015 Presidential Address, given by Awad Ibrahim, who employs Hip-Hop in exploring the connections between educational literacy, youth and the boundaries of education. Following Ibrahim's address, Bernadette Baker revisits the Dalai Lama's 2005 exploration of Buddhist and Western conceptions of truth and empiricism, raising questions about some of the ontological and epistemological understandings current in our field. Next, Susan Mayer considers some tensions in Gert Biesta's most recent book, *The Beautiful Risk of Education*, the third in what Biesta has framed as a tripartite exposition of his theory of curriculum.

In the fourth piece, James Magrini revisits a 1968 essay on Heidegger by Dwayne Huebner, which can be found in the 1999 collection of Huebner's work, *The Lure of the Transcendent*. Magrini explores understandings of the relations between language and being advanced by Heidegger and Huebner in order to pursue the implications of those relations for the pedagogical relationship. We close our first issue in our new institutional home with a beautiful and evocative tribute to the life and work of Maxine Greene by Molly Quinn, her colleague and friend.