

## SOUNDS AND MEANINGS

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Our spring issue begins with a multivocal response to Walter Gershon's *Sound Curriculum: Sonic Studies in Educational Theory, Method, and Practice* that can be seen as providing a theme for the entire issue. In reflecting upon their transactions with the written words and sound files that comprise Gershon's work, Fran Huckaby, Chris Osmond, and Reagan Mitchell consider afresh certain of their own engagements with sounds and meanings. In this way, the authors extend Gershon's invitation to each of us to attend differently to the vibrations of our classrooms and our lives.

In a somewhat related vein, lead authors Kelly Vaughan and David Hernández- Saca are joined by Jamie Buffington-Adams, Mercedes Cannon, Sandra Vanderbilt, and Ann Winfield in employing autoethnography as a means for offering new encounters with the diverse experiences of living with dis/ability that surround us—within schools and within the academy. In so doing, the authors seek to provoke deeper consideration of the ways in which such encounters have been experienced and theorized within the curriculum studies community.

Valin Jordan, Keita Wilson, and Jourdan Alsobrook also draw on autoethnography—and on Black Feminist Studies and Critical Race Feminism—in crafting their personal responses to the reports of dismissal, isolation, and marginalization they encountered while conducting research on Black female undergraduate experiences in Predominantly White Institutions (PWI) in the South. As Black women of the academy, Jordan, Wilson, and Alsobrook undertake the work of “counterstorytelling” with the aim of developing “resources, strategies, and tools to support the development and growth of Black women in academia and our existence in higher education broadly.”

In the following piece, Elise Toedt employs white privilege and white racial shame frameworks as lenses through which to reread her poem about experiencing her whiteness while teaching English in Indonesia. Toedt analyzes and contrasts what each lens provides and then draws on feminist poststructuralism to argue that writing and re-reading one's personal stories of racial identity can help to “mobilize white teachers for anti-racist action in a contextualized manner, situating identity as both made by and making larger social discourses about whiteness.”

Next, Jodi Latremouille also calls upon poetic ways of knowing as she explores the self-doubt and confusion of a new teacher struggling to control her classroom. Similar to the speculative essay, Latremouille's poem is open in both form and content to interpretive wanderings; its evocative tone beckons author and reader alike to reflect upon the emotional turmoil associated with striving to manage through rules, labels, and behavioral codes the boundlessness of human complexity.

To close our issue, Sam Rocha responds to his friend and colleague Tim Leonard's critical review essay on his book *Folk Ontology* in our prior issue. Rocha's frank and thoughtful response to Leonard's reflections and provocations also serves to initiate a new letters section.

This issue also marks the end of James Jupp's tenure as a section editor of the journal. We have enjoyed working with Jim and appreciate the many significant contributions he has made to the work and growth of the journal.