

Available Resources

Brain Casemore begins this issue with his consideration of Mary Aswell Doll's call in *The Mythopoetics of Currere: Memories, Dreams, and Literary Texts as Teaching Avenues to Self-Study* to undertake a quality of inquiry capable of accessing "the coursing within". It is in renewing our understandings of and connections to such practices, Doll reminds, that we re/encounter our most urgent needs and desires and so may begin to recognize our purposes in the world.

Audrey Dentith and Peaches Hash follow with a reprise of and response to the resources and proposals to be found in *Democratic Curriculum Leadership: Critical Awareness to Pragmatic Artistry* by Jim Henderson, Daniel Castner, & Jennifer Schneider. In their conversation with the text and each other, Dentith and Hash discuss both the contributions these resources make and the need, too, for new forms of institutional support for pragmatic artistry to thrive in our schools.

Next, Susan Jean Mayer reflects on the "missing" resources that Carl Grant, Keffrelyn Brown, and Anthony Brown locate and share in their volume *Black Intellectual Thought in Education: The Missing Traditions of Anna Julia Cooper, Carter G. Woodson, and Alain LeRoy Locke*. In so doing, Mayer discovers the invaluable tools and insights those traditions continue to offer us and our work toward educational quality and equity today.

In responding to Licho López López's book, *The Making of Indigeneity, Curriculum History, and the Limits of Diversity*, Boni Wozolek, Sandro Barros, Reagan Mitchell, Peter Applebaum, and Isabel Nunez consider the many moral and intellectual matters at issue in relationships among the cultural identities and resources of researchers and educators and indigenous peoples. As Barros asks, on what basis are any of us entitled to inquire of or to know?

Special section guest editor, Peter Appelbaum, then introduces papers by Noel Gough on Ursula Le Guinn and by John Weaver on the tension between scientific and speculative fiction, positioning these works as an introduction and invitation to others to undertake new forays into the worlds of science and speculative fiction for a future issue. What strange and fantastic realities can we envision, and what might they teach us about the limitations with which we live?

Walter Gershon closes our issue with a remembrance of Bill Doll. As a scholar who never studied with Bill, Gershon speaks rather to Bill's outsize and engaging presence at curriculum studies conferences throughout his career, including AAACS, and the quality of conversation and community he inspired.