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Editorial

Pinar's addendum

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Introduction

I wanted to thank Teresa Strong-Wilson for editing this special issue of *Currere and Praxis* in honor of the publication of the 50th year anniversary edition of *Toward a Poor Curriculum*. I wanted to, and I still do: thank you, Teresa!

Rereading her analytically arresting, breathtakingly beautiful introduction I decided a simple "thank you" wouldn't do, although I feared then, and fear now, that adding my words will only muck up what Teresa has done. As long as my addendum doesn't distract from what Teresa has achieved—you'll be the judge of that—I guess I can live with my compulsion to say something in addition to "thank you." In addition to being loquacious, my other challenge is to avoid being effusive. Probably I fail both challenges.

First of all, allow me to acknowledge this is an ongoing "thank you," initiated when I met Teresa thirty years ago, spurred by her quiet oh so sensitive intelligence—the concept of "discernment" might convey the delicacy of her thought and judgment, her epiphanies and insight - these qualities evident in the books, among them *Bringing Memory Forward* (2008) and *Teachers' Ethical Self Encounters with Counter-Stories in the Classroom* (2021), as well as provocative edited volumes, among those her co-edited *Provoking Curriculum Encounters Across Educational Experience: New Engagements with the Curriculum Theory* (2019) and *Curricular and Architectural Encounters with W.G. Sebald: Unsettling Complacency, Reconstructing Subjectivity* (2022). There are others. If you haven't read them yet, I encourage you to work your way through them, in slow time, as they invite you to contemplation as well as to takeaways.

There's much to appreciate about Teresa's introduction (and here is the "breathtakingly beautiful" part), both the quality and tone of the prose—evident in her caring and thoughtful introductions of the articles – but also in her touching acknowledgement of that time long gone when Madeleine and I worked together at the University of Rochester, colleagues of course but close friends too, a friendship that continued when she moved an hour east of Rochester to Hobart and William Smith Colleges: the "Look at the Lake" line in my dedication of *A Praxis of Presence* (2023) to her comes from her hand-written card on her desk there, reminding her and anyone else to look out the window just to the left of her telephone at the gorgeous peaceful Lake Seneca, our friendship continuing onto New York City where she served as Dean of Education at Brooklyn College, and then onto Chapel Hill, where she served as Dean

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and Professor at the University of North Carolina. In recent years we enjoyed a lunch together near her current home in northern Virginia, not an easy reunion to arrange given that I seem stranded across the continent in northwestern Washington state, close to the Canadian border.

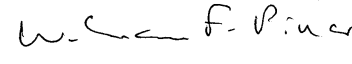
Teresa writes that Madeleine and I were "mulling" over the concept of *currere*, but - truth be known - I was maybe more the one mulling, as Madeleine was (as it's said) "multi-tasking," working extensively with students, not only in education but also with undergraduates in the Theater department, all the while theorizing phenomenology, psychoanalysis, then theater - the daring work of Jerzy Grotowski specifically—all documented in *Toward a Poor Curriculum* and from which we borrowed our book title, e.g. from Grotowski's highly influential *Towards a Poor Theatre* (1968). Madeleine's startlingly creative pedagogical experimentation did not keep her from serious academic study and theorizing, very much evident in *Toward a Poor Curriculum*. (And all that while raising three children.) As Teresa Strong-Wilson would do decades later, Madeleine gifted theoretical substance to the idea over which I was still merely mulling (okay, my main thing, still), theoretical substance very much evident in this issue, still being gifted fifty years on as this special issue testifies. Madeleine and I are old now – I turn 79 later this month; Madeleine is an active 85—and so "late" is an appropriate term, and not only in Said's sense of style.

My earlier "analytically arresting" phrase of praise references especially Teresa's invocation of Said's concept—and her commentary on it, itself bearing close study, as it stimulates us to think not only of a stage and genre of scholarship concerning *currere*, but also about ourselves, specifically our intellectual histories, intertwined as they are with academic study, relationships with others (Wang and Li's "relationality" I suppose), and our aging bodies. That tapestry Teresa weaves in her own essay in this collection, showing the ways her reading and her life became so intertwined.

My "thank you" to Teresa extends to the contributors, each of whom has made an intriguing contribution to understanding and enacting the concept of *currere*. Thank you.

Before my challenges multiply—from not becoming both effusive and loquacious—I shall stop here, but not before singling out Dr. Deniz who, along with Dr. Aktan, made this issue, this journal, possible. Thank you Ünal, thank you Sümer. Finally—and again—thank *you* Teresa.

Welcome to this rather large edition of *Currere and Praxis*.



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Declarations

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