

Editors' Note

by

Leila Villaverde and Rochelle Brock

A belated Happy New Year to all our authors, readers, and supporters! This is our first issue of the new year and we are excited to present the articles collected here. You will find rich global connections between critical pedagogy, place, identity, and praxis. These articles detour critical pedagogy through various contexts and geographies reminding us of the pervasive struggle and need to create meaning from lived, known, and collaborative experience. We'll quote Kincheloe and Pinar (1991) at length here to orient our reading of this issue:

As place informs our quest to understand the social world, our attention is adjusted to the concrete, the named, the identified. A novelist or a historian cannot remove a story from a particular place; it would no longer be the same story. So powerful is place, Eudora Welty argued, that a bomb that destroyed all traces of places as we know them, would, as a result, destroy all feelings (Welty 1977)... Welty has stated that the interaction between place and genius is a grand symbiosis, for place serves to focus the eye of genius and brings its gaze to a point. Such an intense focus evokes awareness, clarity, and insight – attributes, Welty noted, which often characterize love. The clarifications of place involve setting the abstract in a way accessible to the reader (Welty 1977).¹

It is this precision and rigor that invites the reader to experience and partner with the experiences shared in this volume. It takes a certain degree of genius to lay the groundwork for the cultivation of radical love, one that contextualizes equity, justice, and understanding to forge new alliances. We invite you to read these articles in this spirit of solidarity, possibility and renewed praxis.

1 Kincheloe, J., L. and Pinar, W. (Eds.). (1991). *Curriculum as Social Psychoanalysis: The Significance of Place*. NY: State University of New York Press.

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