

JCACS in Transition

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Welcome to the Summer 2013 Issue of the *Journal of the Canadian Association for Curriculum Studies*. It marks a transition for the journal. We assumed the journal's editorship in January 2013. First, we wish to thank the previous editors for their service to the Canadian curriculum community, which has been in many respects at the forefront of contemporary curriculum inquiry both nationally and internationally. Along with Drs. Rebecca Luce-Kapler and Dennis Sumara, founding editors of this journal, and Drs. Chloe Brushwood-Rose and Karen Krasny, who served as editors most recently, we participated in a panel at the 2013 Canadian Society for the Study of Education Conference in Victoria, British Columbia. Our panel juxtaposed three generations of editors, each articulating responses to the following questions: (a) What were the pressing concerns facing curriculum studies in Canada at the time that we assumed our editorship, (b) How did we steer the direction of *JCACS* in order to address those concerns, and (c) How did curriculum

studies as a field develop during the period of our editorship. In this, our first editorial, we articulate our response to the first question and our intention with respect to the second. A response to the third question can only be articulated by historians.

This issue of *JCACS* includes two editorials, which is fitting at a time of transition. This salvo, as well as the notable contribution penned by Drs. Brushwood-Rose and Krasny, represents re-articulations of the themes explored in Victoria. Each articulates unique thoughts, but both share a devout commitment to Canadian curriculum scholarship.