The John Dewey Society and the *Journal of School & Society* announce:
A Call for Public Scholarship

**Issue #8.2**
What’s Really Worth Sustaining? A Call to All

The John Dewey Society, founded in 1935, created the *Journal of School & Society* in order to meet one of its central aims: to support a vibrantly educated public by fostering intelligent inquiry into problems pertaining to the place and function of education in social change, particularly among teachers, parents, and community activists. **We invite all those interested in engaged public scholarship to contribute to this exciting venue.**

Thirty-five years after the Brundtland Commission Report introduced the concept to the world, sustainability has become the leading global discourse of environmental and social concern.¹ Businesses and industries all have sustainability plans by now, as do colleges and universities, elementary and high schools, towns and cities, and even national governments. Yet the future seems more compromised, and less bright, for more people, every day.

Why is this so?

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One reason noted by scholars is that sustainability is such a hazy, vague, and empty concept as to be easily co-opted and bent by corporate interests towards further environmental and social decline, often in the guise of “development.” Others have noted the lack of serious attention among policymakers and the general public to critical and Indigenous perspectives on what is worth sustaining and why. In this upcoming issue of the *Journal of School & Society*, we seek to intervene in this muddle of meanings and possibilities to advance sustainability by pinning it down.

Indeed, *anything* can be sustained—from Yosemite to fascism—and it's about time that we get clear, as educators, about what is to be sustained, and where, and how. With this in mind, we invite you to contribute stories that offer *specific* examples of education being used to sustain *particular* cultures, ecologies, places, traditions, and communities. The more specific the better, as this discourse of generalities is itself unsustainable.

We invite place-based educators, community-based educators, culture-bearers, carriers of tradition, progressives, policymakers, administrators, teachers, students, and learners of all kinds—anyone and everyone who is concerned with the sustainability of something, someplace, or someone.

We especially invite the stories of persons and communities where education is sustaining and restoring livelihoods, traditions, and homelands that have been marginalized, stolen, erased, colonized, ignored, condemned, banned, or silenced.

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Some guiding questions:

- What exactly does it mean to educate for sustainability in today's world?
- What is worth sustaining and why?
- What cultures? What ecologies? What traditions? What knowledges?
- Which places and communities offer models of sustainability? Which do not?
- Which human needs are worth sustaining? Which are not?
- How do we know?
- Who gets to decide?
- What role should education play in all of this?

**How to Contribute to the Issue**

Unlike many academic journals, this publication actively seeks out both its contributors and its readership. Working in the spirit of John Dewey, we seek to create the dialogic spaces and public engagement that we believe is sometimes missing from educational debate.

We view our work as broadly educative, in that we want to help connect practitioners in public dialogue. To do so, we work closely with educators and community activists to bring out their voices and stories. We also work closely with academics who wish to contribute their expertise and insight to the conversation.

**Community Voices Pieces**

Work from educators (both inside and outside of schools) and other community members are welcome. This work may take either standard article form or may be submitted in alternative formats, such as a video interview or presentation. A grounding in scholarship is not necessary, although the author will want to situate their work clearly within the scope of the theme of the issue. Ordinarily, articles in this category will range from 2,000 - 5,000 words, although both longer and shorter submissions may be appropriate. Authors should expect to work closely with the editorial team to produce their submissions.
Peer-Reviewed Scholarly Articles

Submissions for the peer-reviewed section of the journal are expected to conform to scholarly standards in their use of theory and empirical research to ground discussion of educational issues. Expected article length is ordinarily 5,000 - 8,000 words, but both longer and shorter pieces can be considered. In addition to the Editors, articles in this category will be read by a minimum of two peer reviewers.

Submission Guidelines

Please see our journal website for specifics. Submissions and inquiries should be emailed to Kyle Greenwalt, Editor of the Journal of School & Society and Simon Jorgenson, special co-editor for this volume. Kyle’s email is greenwlt@msu.edu and Simon’s is simon.jorgenson@uvm.edu. Submissions should be received by October 1, 2022.