

## Note from the Editors

### Intellectual Borderlands: Charting the Future for *HEQ*

Greetings from the new editorial team at the University of Washington, Seattle.

We are excited to bring you the first issue of *HEQ* produced under our editorship, while duly acknowledging the substantial contributions of our colleagues at the University of Illinois. A number of the pieces you will see in Volume 56—and probably well beyond—were initially shepherded by the Illinois team. And yet we have also tried to put our mark on this volume by adding some new features and recent submissions, as well as a special issue. We would like to give you an overview of what is to come and a sense of how we are thinking about the journal's future.

First, a word about where these ideas come from. At a special session on the future of *HEQ* at the 2014 History of Education Society Annual Meeting in Indianapolis, we shared some initial thinking about future directions, and solicited comments and ideas from attendees. We also solicited suggestions through an online questionnaire to current and past members of the editorial board. In addition, throughout our planning process we held multiple brainstorming sessions with our wonderful team of history of education graduate students at the University of Washington.

Two ideas that arose repeatedly in these contexts were a forum on teaching and a focus on policy issues in the history of education. We have taken up both of these ideas, one each in our first and second issues. As it happened, we already had a few articles in the pipeline that focused on issues in the history of teaching or on close school-based studies. We also knew we would have Chris Ogren's presidential address, which would focus on the history of teaching. We then decided that this first issue of Volume 56 was the right time to invite several of our society's leading scholar-teachers to share their thinking about how they use scholarship in the history of education in their teaching. Check out the results in this issue! We think you will find our first Teaching Forum stimulating and inspiring. You will also find that the thinking in the Forum intersects in interesting ways with the other articles in this issue.

A second way we have been thinking about the future of the journal is in terms of intellectual borderlands with other fields. Many of us already participate in other interdisciplinary subfields where

exciting new work on the history of education is happening—for example, regional, urban, and suburban history; political science and American political development; legal and economic history; African-American, Latin-American, and Asian-American history; indigenous education, colonialism and education, and cultural studies; international education, comparative history, and transnationalism in education; gender studies; the history of childhood and youth; curriculum history, social science history, and the sociology of knowledge. Scholars in these fields are increasingly discovering education as a fruitful site of scholarly inquiry, but may or may not yet connect or identify with the history of education as a field. An important thrust of the *HEQ*'s new editorial leadership is to actively promote the journal as an outlet for such scholarship and as a locus of intellectual creativity at the interdisciplinary nodes of our field.

One of these creative interdisciplinary nodes is policy history. Under the leadership of the HES vice president and program chair, Adam Nelson (now HES president), the 2015 Annual Meeting in St. Louis engaged a number of policy issues in the history of education, including the fiftieth anniversary of the passage of the 1965 Elementary and Secondary Education Act. Building on the plenary session organized by Professor Nelson on this topic, the second issue of Volume 56 in May will publish remarks by participants in that forum. Our hope is that this Policy Forum will be a first installment in creating a regular (perhaps annual) feature focusing on particular policy issues in the history of education.

Another interest HES members and *HEQ* contributors expressed is for the journal to periodically publish larger historiographical essays that help synthesize substantial areas of recent scholarship, situate more specific studies in a larger frame, and advance new work in the field. Of course, *HEQ* has always published the occasional special issue that does some of this work, and will continue to do so. For the third issue in 2016, *HEQ* will publish a special issue dedicated to exploring the history of education from the perspective of the North American West. A substantial historiographical essay will be part of this issue, and other such essays may be deliberately commissioned in the future.

We do this work with the help and advice of a great editorial board and team. Our book review editor, Isaac Gottesman, already an avid reader of book catalogs, is actively receiving books and commissioning reviews from his home base at Iowa State University. Meanwhile, we have recruited a great group of editorial board members from a range of institutional locations across the country. In launching a new editorial board, we have chosen to start out with a small but dedicated group that we believe will help us expand our thinking and *HEQ*'s networks in intersecting fields. Many thanks to our new board members

for being willing to do that work with us: Ansley Erickson, Teachers College, Columbia University; Tracy Steffes, Brown University; Antonio Espinoza, Virginia Commonwealth University; John Murray, Rhodes College; Christopher Loss, Vanderbilt University; and Adrea Lawrence, University of Montana. We also gratefully acknowledge the hard work of our editorial assistants, Kathy Nicholas at the University of Washington and Jennifer Gallagher at Iowa State University.

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