

Note from the Editors—Special Issue

Rethinking Regionalism in the History of Education: Perspectives from the North American West

This special issue of the *History of Education Quarterly* is devoted to reimagining the history of education from the perspective of the North American West. In the Fall of 2014, as we began the transition process for taking over the editorship of *HEQ*, we issued a Call for Papers inviting new submissions that we hoped would take a range of approaches to exploring the history of education in the West, including work that was transnational and/or trans-Pacific in scope and focus. Over the next year, we received manuscripts and queries on a number of fascinating topics, some of which will be published in future issues of the journal. What appears in the present issue, then, is a first installment on this theme, to be resumed in February 2017 (volume 57:1) and echoed, as appropriate, in later issues.

In putting together this special issue, we envisioned our purpose as bibliographical and historiographical as much as historical. Thus the book reviews, as well as the articles, address aspects of our central theme. In addition, we introduce the special issue with Part I of a two-part historiographical essay written jointly by a team of scholars and graduate students from the University of Washington. Our aim in this essay, as in this project as a whole, is to promote connections among existing bodies of scholarship as well as to stimulate new questions and new empirical work.

Born in part from decades of teaching and guiding research in the history of education from positions at western institutions, this aim was further confirmed and propelled by the special session on this topic held at the annual meeting of the History of Education Society in St. Louis, Missouri, in November 2015. At this session, seven scholars of the history of education in the West—David Wallace Adams, Adrea Lawrence, Matthew Kelly, Laura Muñoz, David Garcia, Carlos Blanton, and Ruben Flores—provided incisive and stimulating commentary on existing work in the field. At the same time, they expressed the value of establishing further historiographical grounding for future work on the West noting the burden that any single scholar otherwise bears when trying to establish the significance of new work on western issues, locations, and cases. These comments brought into relief the necessarily collaborative relationship that undergirds the scholarly enterprise. It is our hope that this special issue will help support that

relationship, that is, that it will help weave together scholarly endeavors in ways that both augment the power of individual works of scholarship and increase the understanding of the field as a whole.

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