



## Calls for Manuscripts

### Two Special Themed Issues Commemorating 50 Years of *Educational Considerations*

*Knowledge begets knowledge. Whatever we hear, see, experience increases our own awareness and comprehension and can help us help others learn. What you selectively or generally encounter in Educational Considerations is intended to inform you, provoke you, or make you think. Or maybe all of these. (Paul, 1973)*

Fifty years ago, with the above invitation, Co-Editor Warren I. Paul launched the first issue of *Educational Considerations* in the spring of 1973. Since its inception, the journal has been published by the College of Education at Kansas State University, responsibilities passing first from the faculty in educational foundations to what would become the Department of Leadership and Adult Education. Since 2018 (44.1), the journal has been produced under the direction of the Department of Curriculum and Instruction. As the journal transitioned to its current home within the college, the entire published history of the journal was scanned from traditional paper copies and archived in the Open Source format by New Prairie Press.

*Educational Considerations* now approaches a milestone—50 years of uninterrupted published scholarship addressing schools, schooling, and teacher education. Anything that lasts 50 years deserves a celebration, and toward that end, we offer calls for manuscripts for two special themed 50<sup>th</sup> anniversary issues (50.1 and 50.2). The first call looks back at the history of the journal while the second call looks forward to the next 50 years.

In preparation of *Educational Considerations* 50.1, we invite a careful consideration of the 50-year corpus of published scholarship [fully available today](#). Since our conversion to the Open Source platform in 2018, we have compiled a growing set of analytics demonstrating the journal's range and impact:

- Since moving to Open Source, *Educational Considerations* has seen more than 150,000 individual downloads from the available body of work.
- [Role-Clarity and Boundaries for Trauma-Informed Teachers](#), by Alex Shevrin Venet (44.2) is the most frequently downloaded manuscript to date from the journal's entire repository;
- During the past 30 days, downloads have been generated from 87 countries worldwide;
- Recent citation metrics indicate more than 400 references to *Educational Considerations* manuscripts.

We could go on, because it is easy to get lost in the data generated about the journal. While more recent manuscripts tend to receive more attention, there are interesting instances from deeper in the archive that generate significant readership. To mention two examples, a 1995 full issue, edited by Trudy Campbell and devoted to women in school administration (22.2), and a themed issue from 1998 (25.2) on school finance edited by R. Craig Wood and David C. Thompson are on the top 10 list of most downloaded items. Clearly, the Open Source format has allowed new readers to find works that continue to speak to today's concerns.

A travesty of scholarship generally is the focus on what is recent at the exclusion of that which came before. That is to say, we scrupulously screen works cited pages checking for recency rather than thoughtfully examining sources to check for intellectual relevance. Even the best scholarship is quickly forgotten and buried under the constant onslaught of that which is new. In addition to the two issues mentioned above that maintain slots on our “top 10 list,” we believe lots of other high-quality research lies buried in the 50 years of *Educational Considerations*’ history, and we would like to encourage our readers to explore those archives.

### **Issue 50.1: A Re-examination of 50 Years of Published Scholarship**

**Deadline: March 15, 2023 (Anticipated Publication Date of May 2023)**

For Special Issue 50.1, we invite manuscripts that bring forward one or more article(s) or issue(s) of the journal and reflect upon and/or synthesize the content for today’s scholars and practitioners. In short, begin by reviewing the material addressed in the prior manuscript(s) and extend the discussion with your analysis for a contemporary audience.

To provide one possible example, [a themed issue from 2014 \(42.1\)](#) compiled documentation and analysis of the first 25 years of Professional Development School partnership work at Kansas State University. At the time of its publication, this special issue was largely a celebration of many years of collaboration between school and university partners. Today the issue is a time capsule ripe for retrospective analysis. The articles collected in that issue foreshadow the kind of emphasis in teacher education on co-construction of programs with PK-12 stakeholders that would become a hallmark of our current Council for Accreditation of Educator Preparation standards. Issue 42.1 is, then, a kind of blueprint for collaboration between schools and universities, and it provides a rich set of instances of collaboration over time across grade levels and academic disciplines.

Also of potential interest to us now is what is missing from those texts, and what meaning we might make from those omissions. Considering the publication date (2014) was at a high point in terms of the influence of the No Child Left Behind Act, it is interesting to find minimal references in 42.1 to the high-stakes environment we associate with that era in school policy. The final article from the issue entitled “History and Future of Professional Development Schools in Kansas” (Mercer and Myers) is worthy of consideration now that a decade has elapsed since its publication. Moving back to 1988 (15.3), we find in the archives an article by Edward L. Meyen (former dean of the School of Education at the University of Kansas) in which he discusses the work of Holmes Group and the embryonic movement recently (at that time) given the label “Professional Development Schools.” Placing Meyen’s work, “[School of Education and the Evolving Nature of Partnerships](#),” beside the later issue 42.1, we can not only trace the possibilities and challenges of school/university collaborations, we can certainly identify any number of lessons for contemporary research and practice.

A useful analogy might be the school of literary criticism known as New Historicism, the examination of texts situated in contexts. All knowledge and all attempts to make meaning happen within larger social and intellectual environments. The influence of the context on the text is almost always more evident as we examine historical texts, and it is often instructive to look back at our scholarship from the past and reinterpret, recast, and respond to those texts from our current place in history:

- What was happening that surrounded the authorship of a given text?
- What can we learn today looking back at previous texts and the times in which they were produced?

Therefore, we invite you to look back through the entire history of *Educational Considerations* and bring forward a new analysis of one or more articles and/or an entire issue. Through this exercise, we hope to

focus attention on the scope of the journal's contributions, to revisit prior work, and to engage in contemporary conversations. Perhaps even as Paul began his inaugural editorial, "Or maybe all of these."

### **Issue 50.2: Looking Forward**

**Deadline: August 15, 2023 (Anticipated Publication Date of October 2023)**

For Special Issue 50.2, we invite submissions on the next 50 years. It is always enjoyable to predict the future (and if we live long enough, it is usually humbling). Regardless, we ask that you use all of the best available evidence we have today to speculate on where the profession, and the society and communities our profession reflects, is headed in the decades to follow. Fifty years from now, what will the next generations of scholars find when they look back over the archives to be compiled during the next half century?

For instance, you might consider the following questions to guide your speculations:

- Will the current culture wars that extend into contemporary classrooms be resolved in any meaningful way? Can PK-12 and higher education be a force for social cohesion and healing?
- How will school funding models change over the next few decades?
- What will the next decades bring with regard to current efforts to diversify the teaching force?
- Will teacher education continue to be primarily conducted within higher education? Or will the territory be dominated by alternative models of teacher training?
- How will advanced data analytics transform PK-12 and higher education?
- How will assessment systems evolve to better align with societal needs?
- How will technology or online learning spaces impact education as we currently know it?

We look forward to your submissions. We appreciate the community of readers that has always surrounded *Educational Considerations*, and we appreciate the commitment and support of Kansas State University and the College of Education over the past half century. We hope you will accept this invitation to participate in our golden celebration.

In the second issue of the journal (1.2; 1973) co-editor Charles E. Litz began the lead editor with words that continue to resonate:

*To the perceptive educator, and even those not so perceptive, it is clear the nation has begun a serious in-depth reassessment of American public education. (Litz, 1973)*

Those words reflect a period of social polarization and fierce debate that, in many ways, continues today. The in-depth reassessment of our educational systems continues. We welcome your voice to the on-going conversation.

Please direct questions to: Dr. Todd Goodson, [tgoodson@ksu.edu](mailto:tgoodson@ksu.edu)

