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## EDITORIAL

It is now 45 years since the *Oxford Review of Education* was established in 1975. In this final issue of volume 45, we aim to celebrate both this anniversary of the journal, and the contribution of one of its main founders, Dr Harry Judge who died earlier this year.

The history of the *Oxford Review of Education* charts a journey through key themes in debates about education nationally and internationally. Many of these themes speak to perennial questions about, for example, equity, justice, inclusion, trust, autonomy, knowledge and virtues. This year's celebration of the 45<sup>th</sup> anniversary of the journal has been marked by an editorial selection of articles from earlier issues made free to view by the publisher Taylor and Francis and available on their website. The papers selected illustrate the review's engagement with such broad topics, which still endure in the hotly contested arenas of today's educational practice, policy and research. Reading through the 45 volumes of the journal gave us considerable food for thought, and a challenge to select 12 articles that illustrate the breadth of the journal's interests, including the final one by Harry Judge.

From the start, the journal set out with particular aims and a distinctive focus. The first Chair of the Editorial Board, Sir Alan (later Lord) Bullock, then Master of St Catherine's College, wrote in the foreword to the first issue (March 1974):

The initiative came from the University's Department of Educational Studies; the general editors are both on the staff of the Department and the Director, Harry Judge, is a member of the Editorial Board. But the other members of the Board are drawn from a wide range of faculties, and it is the policy of the Review to reflect this wider range of interest in the articles we publish

Central to the aims of the journal was a commitment to stimulating conversation between fields and traditions of enquiry and practice, by publishing articles from a wide range of disciplines, enabling economists, philosophers, psychologists, historians, and others to cast their own lenses on the field of education. The Review was also explicitly committed to a scholarly focus on the education of teachers and the practice of teaching.

This was evident in the introduction to a Special Issue on 'Research, Practice, Institutions, guest edited by Harry Judge and David Phillips in 1983, where Harry Judge asked:

What is, and what might be, the relationship between educational research and the world of practice? What, if any, is the proper role of the university in defining fields of enquiry and encouraging good work within them? How, in terms of personnel and structures, may such universities be articulated with other institutions in which education (and not only schooling) is fostered? What are the links, or the discontinuities, between the scholarly imperatives of such universities and the teacher training functions which many of them discharge? What is the place of a school or department of education within a major university? (vol. 9, 1, 5)

He concluded this introduction by quoting from the 1964 Franks report:

'the present situation, in which the study of education is segregated from the main stream of academic activity in the university, is unsatisfactory and ought to be changed .... There is an opportunity here for Oxford to take an initiative and provide something which this country has not yet got, and very much needs: a centre for discussion and research in education, in which scholars from a variety of fields combine in a joint examination of the problems and in setting academic standards comparable to those in the primary disciplines'.

Over the years, the journal has aimed to maintain its commitment to a wide range of disciplines and to high-quality discussion of teacher education and practice. The editorial to the 40<sup>th</sup> anniversary Special Issue in 2014 explored the history of the journal, considering the nature of the papers that had been published over its 40 years. In that editorial, the editors made comment on the ways in which both editors and contributions to earlier editions of the journal may have had greater freedom in their writing and contributions. As pointed out there, changes in the wider contexts for research and publication, including the arrival of research assessment exercises and citation metrics, have challenged the commitment of the journal to engage in broad and difficult topics that are relevant to a wide audience of readers.

From the start, the journal produced a thematic or Special Issue at least once a year, and in recent years has settled into a pattern of two Special Issues a year. These have enabled the editors and guest editors to explore relevant themes in depth and to maintain the cross-disciplinary focus so important from the beginnings of the journal in 1975, when the very first issue concentrated on education and equality, and until the most recent special issue, on the education of children in care.

Harry Judge was a founder member of the Editorial Board and a key instigator of the establishment of the Review. He was a member of the Board from 1975 to 2004 and its chair for three years from 1993 to 1996. As part of a

celebration of Harry's 80th birthday, the Review published a Special Issue on 'Teacher Education, the University and the schools: papers for Harry Judge'. This issue (volume 34, 3) included papers by a wide range of scholars with articles celebrating Harry's substantial and broad-ranging contribution to education, its scholarship, teacher training and professional development, policy-making, and the place of education departments within the university. In the final paper of that issue, the journalist and long-time editor of the TES, the late Stuart Maclure describes 'the spirit of the age', the long period during which Harry Judge was able to bridge the different worlds of education: university department, innovative teacher education, policy-makers and politicians, and international collaboration. Professor David Phillips, who served as a member of the Board and editor of the journal for many years with Harry writes warmly in his obituary (in this issue) of 'his high standards and enduring commitment to the scholarly investigation of education'.