

Mapping the History of Education: Intersections and Regional Trends
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It was our privilege at the start of our editorship of *History of Education* to commission an intellectually ambitious double special issue to mark the beginning of the second 50 years of the journal. Issue 52 (3–4) represents the culmination of these efforts and contains 17 specially commissioned articles, a number co-authored, by expert scholars at various stages of their careers, in two sections: ‘Regional Trends’ and ‘Intersections’. The first comprises a series of articles reviewing the state of the field of history of education in various regions and countries of the world. In the second section, articles examine the intersections and interfaces between the history of education and other areas of historical and educational research. The aim here is to identify for readers innovative and pathfinding present and future approaches to the history of education, through the lens of other related sub-disciplines. Articles in both sections assess the current state of the field and outline new and ambitious agendas for future research on the history of education.

The ‘Regional Trends’ section provides readers with comprehensive historiographical surveys covering history of education scholarship produced within particular regions. It also puts into conversation various works (in multiple languages) that are not often discussed together. We asked authors to group countries and regions in unconventional ways in an effort to decentre white European/North American English-language historiography, and to amplify other voices. There remain important gaps in coverage and emphasis, which we hope will stimulate further research and discussion in this journal and elsewhere. In this section, readers will find the following articles:

- ‘Lessons in Relationality: Reconsidering the History of Education in North America’, by Funké Aladejebi and Crystal Gail Fraser;
- ‘The Beneficial Tyranny of Politics: Emergence, Institutionalisation and Newer Issues of the History of Education in Latin America’, by Marcelo Caruso and Pablo Toro-Blanco;
- ‘The Historiography of Education in the Modern Middle East’, by Hilary Falb Kalisman;
- ‘History of Education in Central and Eastern Europe – Past, Present and Future’, by Justyna Gulczyńska, Magdolna Rébay and Tomáš Kasper;
- ‘Education in Africa: A Critical Historiographic Review’, by Desmond Odugu;
- ‘Oceania and the History of Education’, by Remy Low and Helen Proctor;
- ‘Historiography of Indian Education, 1920–2020: The Socio-Political Influences on the Growth of the Discipline’, by Parimala Rao;
- ‘Cutting Knots “Together-Apart”: Threads of Western and Southern European History of Education Research’, by Geert Thyssen, Kristen Nawrotzki, Ana Luísa Paz, Fabio Pruneri and Rebecca Rogers;
- ‘Bright Nordic Lights: A Revitalised Interdisciplinary History of Education in the Massified Higher Education of the Nordics’, by Johannes Westberg;
- ‘Different Postcolonial Conditions, Different Education Histories: The Cases of Taiwan, Singapore and Hong Kong’, by Ting-Hong Wong;

- ‘The History of Education in the UK and Ireland – Changing Perspectives and Continuing Themes’, by Tom Woodin and Susannah Wright;
- ‘The Academic Discipline of History of Education in China’, by Kang Zhao and Jingjie Wang.

In the ‘Intersections’ part, readers will find the following historiographical articles focused on areas of historical scholarship closely connected with the history of education:

- ‘Educating Children: Future Directions for the History of Childhood and Education’, by Mary Hatfield and Tuğçe Kayaal;
- ‘Bodies of Knowledge: Historians, Health, and Education’, by Laura Newman;
- ‘Emotions, Senses, Experience and the History of Education’, by Claudia Soares;
- ‘Histories of Empire and Histories of Education’, by Rebecca Swartz;
- ‘Relocating Education in the History of Science and Technology’, by Roland Wittje.

As editors, we set an ambitious agenda to which the authors in this double special issue have ably responded: to review the past and – more importantly – suggest directions for the future of our field. Together the articles explore and encourage readers to explore innovative present and future ways to understand the history of education. We are confident that this double special issue will be a major reference point for scholarship in the history of education around the world for the coming decade and beyond.