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## Editors' Introduction

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A few years have passed since our call for the continuation of interdisciplinary critical research in the field of higher education (Stortz 1995). While teaching and undertaking research at the University of Calgary, we realized the need for a forum for the publication of original research that would facilitate critical discussion on topics pertaining to colleges and universities in historical context. Our stream of consciousness subsequently took us to the academic engine or lifeblood of the university: the professoriate. We at first thought to promote more work into the dynamics, variables, and nuances of this most important and acutely overlooked agent in historical scholarship. Although over the past several years, in-depth solid research on the history of colleges and universities in Canada has been gaining momentum, studies up to 2001 that directly argue the nature of the professoriate remain, alas, infrequent.

In envisioning the mandate of this journal, issues such as the role of the professor on campus and in society were of specific importance. Are professors in historical context one or all of: social commentators, academic researchers, disseminators of public knowledge, community and public intellectuals, or civil and state servants? What are the various historical and social contexts of the professoriate's organization and activity? How did the professors negotiate these often conflicting identities?

The scope of a journal on the history of higher education and the professoriate, although certainly workable, was ultimately inadequate. The question inevitably came back to the symbiosis of the "ideas" of the professoriate and the university—the outlook, practise, organization, role, indeed the very justification for the professors' and university's existence. What did the professoriate embody which reflected the role and product of the university itself? Could critical theories or ideologies that would succinctly characterize the university and professors be put forth, providing us with a strong academic and interdisciplinary basis for encouraging and publishing original research?

One possibility, a convergent subjective ethos, was intellectualism. What better describes the ephemera of the university in theory and practise than intellectualism, and who best purveys this product than the professors? This was a jumping-off point to an even broader conception of the journal's mandate, that intellectualism itself is susceptible to deconstructionism and analysis. Where do the roles of professors, universities, and the intellectuals intersect? Do professors hold exclusive jurisdiction over intellectualism? Do intellectuals not also hold court as class- and gender-based labour, public advocates, industrial leaders, politicians and bureaucrats, professionals, economic and social leaders, family members, and individuals identified with a particular ethnicity, lifestyle, philosophy, and occupation? Can intellectuals be defined as any group or individual who lay claim to formal or informal argument or other forms of epistemological methodologies and cultural knowledges? Clearly, intellectualism goes beyond academic boundaries and borders. Faculty in

## History of Intellectual Culture, 2001

Canadian universities create and work within intellectual cultures, but others in society also have claim to intellectual discourse. Why not include the non-academic as well?

A journal which was first conceived to publish research on issues of higher education and professors was now satisfactorily and optimistically evolved into a forum for work on the nature and culture of intellectuals and intellectualism in society. When developing the journal's mandate, we wanted to stress the history of ideas and the tangible and intangible environment and matrices in which ideas, thoughts, debates, language, and narratives were created, disseminated, and discussed. The journal takes the stand, we think quite reasonably, that all ideas are highly fluid, temporal, and contextual: that ideas are not transcendent but are very much a creation of person, place, time, agency, gender, ethnicity, experience, circumstance, perspective, discipline, motivations, predisposition, and identity. How one conceives and perceives an idea is fundamentally unique to each person.

Basing our argument on the existence of myriad relational contexts of intellectualism, we saw a lacuna in scholarly communication in the culture of intellectual movements, manifestations, and discourse. The focus of the journal is not just the ideas themselves but the historical contexts in which the ideas were generated and played out in institutional and interpersonal forms. What were the socio-historical forces that drove various intellectual thought and constructs?

This gradual broadening of concept from higher education to intellectualism led us to create *History of Intellectual Culture* as a peer-reviewed journal primarily concerned with social, political, cultural, gender, ethnic, and multicultural historical methodology, philosophy, and theory, and also with Canadian Studies; communication; community; institutional and state formation; rural, urban, and international development; heritage; literacy; language and linguistics; economics; science and technology; religion; international relations; law; education; sociology; political science; social geography; popular culture; and the arts. The intellectual net of the journal may seem grandiose, but no less expected from an interdisciplinary publication committed to the study of knowledge in myriad historical forms and contexts.

The journal is electronic. We felt that this format would be the most easily accessible to the target audience in terms of cost, immediacy, and flexibility. Considering the ubiquity of computers, interested readers can access the journal at their leisure and cull copyrighted articles and reviews for print-out. By going online, we can take advantage of the technology of search engines for article keywords, as well as create a website that is not only a journal home but a gradually developing resource for study into the history of intellectual culture.

In the end, our mission is predicated on efficaciously combining research, teaching, practise, student and general interest, and technology as partners in an effort to encourage and publish original work on intellectualism in all its cultural, disciplinary, and historical contexts. We sincerely hope that *HIC* perennially succeeds in this ultimate goal.

### Works Cited

Stortz, Paul J. 1995. "Editor's Introduction." *Ontario Journal of Higher Education*. 1-3.