Nov-2013

Editor’s Notebook

Andrew C. Holman

Bridgewater State University, a2holman@bridgew.edu

Recommended Citation
Available at: http://vc.bridgew.edu/br_rev/vol32/iss2/3

This item is available as part of Virtual Commons, the open-access institutional repository of Bridgewater State University, Bridgewater, Massachusetts.
This past May, *Bridgewater Review* associate editors Ellen Scheible and Brian Payne and I piled into a rental car for a six-hour drive to the once-leafy burgh of Binghamton, New York, for the annual three-day meeting of the University Research Magazines Association (URMA). We were on a mission to find, mingle among, and interrogate our peers. These are the people who edit and publish the magazines that many universities house, the ones that trumpet the fine scholarly work of their faculty members as well as the brick-and-mortar and curricular accomplishments being made on their respective campuses. There is a veritable sea of university publications out there, of several different genres—from literary journals to glossy alumni mags—and our curiosity about that world motivated us to look up and out. We convinced our advisor that we were most interested in tracking “best practices” in our field, but in truth, we were probably motivated more by finding out simply how we are doing. Where, in the universe of published smart talk, does *BR* fit? URMA would be our yardstick.

What makes *Bridgewater Review* uniquely positioned, however, is that there is no programmatic editorial intermediary between the voices of our scholars and teachers and the ears of our readers.
Bridgewater Review serves up another big bowl of mixed hash... a mélange of insights that come from us, from our own research, from our own pedagogical and scholarly lives, and in our own words.

It’s awfully cliché to say that you can’t appreciate home until you’ve gone away. But we do, because we did. And that gives us some confidence to continue to steer the ship on its well-established course. In this issue, BR serves up another big bowl of mixed hash—about psychological measurement, viruses, material poverty and progress, scholarly identities, gun ownership and more—a mélange of insights that come from us, from our own research, from our own pedagogical and scholarly lives, and in our own words.