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## Mapping history of education via scientific journals - Introduction

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## **Introduction**

### **Titel in deutsch**

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*This article*

*Dieser Beitrag*

*Keywords:*

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This special issue is the result of a reflection among educational historians of the Standing Working Group (SWG) “Mapping the Discipline History of Education” of the International Standing Conference on the History of Education (ISCHE).<sup>1</sup> The purpose of this collection is to achieve a more in-depth understanding of recent developments in the discipline “history of education” across national and cultural boundaries.

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<sup>1</sup> The SWG was established in 2014. For the past two years it has been coordinated by Rita Hofstetter, Solenn Huitric, José Gondra, Emmanuelle Picard and Eckhardt Fuchs (see Hofstetter /Fontaine/Huitric/Picard 2014). For descriptions of the various symposia, which brought together researchers from all continents, see <http://www.ische.org/about-ische/standing-working-groups/>.

The current state of an academic discipline, including of course the field of history of education, cannot be measured through research output alone; we must also examine the degree to which it has become institutionalized. The central criteria for measuring a discipline must therefore include professorships, specialist organizations, university study programs and numbers of enrolled students, number of publications and student theses, but also the scope and influence of the field's professional journals. It is generally acknowledged that the institutionalization of history of education research began in the 1970s with the creation of corresponding professorships, the inclusion of the History of Education in university courses, and the establishment in many countries of national professional associations and journals on the history of education. This trend was linked to a critique of historiographical traditions and coincided with a thematic diversification in history of education. The beginning of the 1990s, however, marked a period where the field declined in significance at university level. In English-speaking countries initially and then later across numerous European countries, history of education research was almost entirely forced out of higher education institutions for many different reasons such as policy decisions or cutbacks in teacher training, institutional changes, a stronger emphasis on teaching practice, the declining prestige of history in the education sciences, the precarious academic status of pedagogy, and financial pressures during periods of recession and social transformation (Fuchs 2010; 2015). Since then, crises in history of education research have been declared at regular intervals, and fundamental issues such as the content-matter, purpose and perspectives of the field have been subject to debate (see for example Depaepe 1993; 2003; Goodman/Martin 2004; McCulloch 2002; Crook/Aldrich 2000; Lowe 2000; Herbst 1999; Tenorth 1996).

Irrespective of all pronouncements of crisis, an examination of the growth of the market for education history journals demonstrates not only their significance as a means of professional communication but also their role as a constitutive element of an institutionalized academic discipline. An analysis of the publications unveils a dynamic trend and the main research areas.<sup>2</sup> The initial wave of specialized journals coincided with the institutionalization of the History of Education as an academic discipline in the 1960s and 1970s.<sup>3</sup> In 1960 the History of Education Society was founded in the US, as successor to the History of Education Section that had been launched in 1948, and has published the *History of Education Quarterly* since then (previously: *History of Education Journal*; see History of Education Quarterly 2011). Of the two regional organizations in the US – the Midwest History of Education Society and the Southern History of Education Society – only the former produces a journal, the *American Educational History Journal*, which has been running since 1973. In 1967 the expansion of the education sciences led to the formation of the History of Education Society in England, and in 1972 the University of Leicester published the first volume of the *History of Education* (Kallaway 2012). This periodical followed the *Journal of Educational Administration and History*, which had been published at the University of Leeds since 1968 (Fitzgerald/Gunter 2008; Gosden/Stephens 2008). The Australian & New Zealand History of Education Society (ANZHES), who produces the *History of Education Review*, was created in 1970 (see McMahan 1996). In Germany the journal *Informationen zur erziehungs-und bildungshistorischen Forschung* first appeared in 1974. The *Musée Pédagogique*

2 A comprehensive introduction to the essential journals on the history of education is to be found in Hernández Huerta/Cagnolati/Diestro Fernández (2015; see also Fuchs 2016; Rogers 2014).

3 The following summary is based on the results of the presentations made as part of our SWG.

in France has issued the *Cahiers d'histoire de l'enseignement* since 1973 and the *Institut National de Recherche et de Documentation Pédagogique* began publishing *Histoire de l'éducation* in 1978 (Caspard 2014). The Spanish *Sociedad Española de Pedagogía* established a section on *Historia de la Educación* in 1979, which was renamed *Sociedad Española de Historia de la Educación* ten years later, and has published the journal *Historia de la educación. Revista Interuniversitaria* since 1982. The founding of the International Standing Conference for the History of Education in Leuven in 1979 created an international organization, whose periodical *Paedagogica Historica* remains the most influential journal in the field.<sup>4</sup>

The growth in institutions and publications continued into the 1980s and 1990s. In Italy the journal *Studi di storia dell'educazione* was founded in 1980 (see Cambi/Ulivieri 1994; Genovesi 1991; Meda 2015; Sani 2015). And in northern Europe *Skolen. Årbook for norsk utdanningshistorie* (School: Yearbook of the History of Education in Norway) was set up in 1982. A number of journals were also launched in Eastern Europe during this period, such as the Bulgarian publication *Godischnik Istoria na bulgarskoto obrasovanie* (Yearbook of the History of Education in Bulgaria). Journals had existed in other countries, such as the GDR (*Jahrbuch für Erziehungs- und Schulgeschichte*, established 1961) and Poland (*Przegląd Historyczno-Oświatowy – History of Education Review*, established 1947) for many years (see Wołoszyn 1979). The Canadian History of Education Association began producing their journal, *Historical Studies in Education*, in 1989 (Clark/Gemmel/Gleason 2018).

Although the field of History of Education was experiencing an incipient decline in significance within higher education circles in the 1990s, the periodicals market was continually expanding and diversifying. In German-speaking countries three new publications were launched in close succession in the form of the *Jahrbuch für Historische Bildungsforschung* (1993), the *Zeitschrift für pädagogische Historiographie* (1995, since 2011 *IJHE Bildungsgeschichte – International Journal for the Historiography of Education*) and the *Jahrbuch für Universitätsgeschichte* (1998) (Fuchs/Horlacher/Oelkers/Tröhler 2015). In Croatia the *Anali za povijest odgoja* (Annals on the History of Education) was founded in 1992 and in Slovenia the *Šolska kronika. Revija za zgodovino šolstva in vzgoje* (School Chronicle: Journal of the History of Schooling and Education) was created in the same year. The Spanish regional journal *Educació i Història. Revista d'Història de l'Educació* was first published in 1994 and has been produced by the *Societat d'Història de l'Educació dels Països de Llengua Catalana* since its foundation in 1997. In Italy, the *Annali di Storia delle Università italiane* was established in 1997.

New periodicals were also released in Latin America during the 1990s: namely Argentina (1996), Colombia (1998) and Brazil (1997). Of the three, Brazil has experienced the most rapid developments in education history research: five new journals have been established since 2000, three of which are available as digital publications (Bastos/de Quadros/Stephanou 2015; Gatti Júnior 2015; Vieira/Gondra 2015; Catani/Bastos 1997). Central and South America constitute a virtual Eldorado for history of education research, particularly since the *Sociedad Mexicana de Historia de la Educación* set up its own journal in 2001 and the *Revista Mexicana de Historia de la Educación* first appeared in 2013. Several journals of note have also been established in Venezuela.

<sup>4</sup> See also *Paedagogica Historica* 50(2014), No. 6 (Special Issue: Shaping the history of education? The first 50 years of “Paedagogica Historica”).

Many new journals have also appeared outside Latin America since the turn of the century, including numerous online publications. This new wave began in 2000 with the Canadian publication *Encounters in Theory and History of Education*. In 2006 the *Rivista di Storia dell'Educazione* was founded in Italy and in 2012 the *Nordic Journal of Educational History* first appeared in Sweden. In Spain, the journal *Espacio, Tiempo y Educación* was launched in 2014, and the digital journal *Historia y Memoria de la Educación* has been produced by the Spanish Society of History of Education since 2015. Another digital publication, the *Historia Social y de la Educación*, first appeared in 2012, whereas the electronic journal *Cabás* has been running since 2009. The Greek Society of Education Historians has published its journal, *Themata istories tis Ekpaidefsis* (Issues in History of Education), since 2002, and the Hungarian publication *Pedagógia történeti Szemle* (Journal of the History of Pedagogy) was first released in 2015. The Czech Republic also produces a digital journal, *Historia Scholastica*, while in Chile the *Cuadernos Chilenos de Historia de la Educación* has been published as an online journal since 2015 and, similarly, *HEURÍSTICA. Revista Digital de Historia de la Educación* has been published in Venezuela since 2001.

Japan has also produced a great number of periodicals over many years. Some of these are published by academic associations, such as *Nihon no Kyoikushigaku* (Historical Research in Education) which is produced by the Nihon Kyoikushi Gakkai (Association for Educational History), the largest and most important organization for history of education research in Japan. Other institutions for history of education research publish their own journals or bulletins, known as *kijou*, such as the universities of Tsukuba, Hiroshima and Nagoya, the Tokyo Gakugei University and the Aichi University of Education. Examples of these are *Seiyo Kyoikushi Kenkyu* (Studies on History of Western Education) and *Tsukuba Daigaku Nihon Kyoikushi Kenkyu Nenpou* (Studies in the History of Japanese Education), which are issued by the department for history of education research in Japan and abroad at the University of Tsukuba, as well as *Toyo Kyoikushi Kenkyu* (Educational History of Asia, published between 1977 and 1989). In addition, there are a number of specific organizations devoted to the field, such as the *Zenkoku Chihou Kyoikushi Gakkai* (National Association for Local Education History), *Kyoikushi Kenkyukai* (Japanese Society for Historical Studies of Colonial Education) and the *Nihon Kyoiku Shisoushi Gakkai* (Society for the History of Japanese Educational Thought).

It is therefore not surprising that research into academic publications has been increasing in recent years (Keiner 1999; Drewek 2002; Schriewer/Henze/Wichmann/Knost/Barucha/Taubert 1998; Herrlitz 2000; Hernández Huerta/Cagnolati 2015; Hernández Huerta/Cagnolati/Diestro Fernández 2015; Fuchs 2008; Depaepe/Simon 1996; Depaepe 2004; Pineda Arroyo 1986).<sup>5</sup> The existing analyses have predominantly been conducted from a national or bilateral perspective (see, for example, Goodman/Martin 2004; Caspard 2000; Pineda-Arroyo 1986; Catani/Bastos 1997; Herrlitz 2000; Depaepe/Simon 2005; Wolff 1986), although there is a noticeable trend towards international comparative perspectives. Journals such as the *History of Education & Children's Literature*, founded in 2006, or the comparative review *Connecting History of Education: Scientific Journals as International Tools*

5 An analysis – albeit not quantitative – of the journals *Paedagogica Historica*, *History of Education*, *Histoire de l'Éducation* and *Studi di storia dell'educazione* already exists in Wolff (1986); for China see Yuan (n.d.); for Brazil Catani/Bastos (1997). For an overview of the publications on the history of education in historical English journals see Richardson (1999a, 27; 1990b, 138). On the journal *History of Education* compare the overview in Goodman/Martin (2004).

for a Global World, published since 2015, illustrate the esteem in which specialist journals are held within the community of historians of education. The Standing Working Group (SWG) “Mapping the Discipline History of Education” behind this special issue is part of this same dynamic: scientific journals constitute one of the main sources that document the development of an academic discipline from a comparative and international perspective. This special issue is therefore dedicated to the analysis of academic journals based on a transnational, interconnected approach. Scientific journals aim in their principal mission to synergize, diffuse and collectively discuss research results. The process of globalization that currently characterizes the academic world heavily influences journals that have to comply in order to be recognized. History of Education itself also participates in the transcultural turn and in the movement of entangled history. It offers a particularly interesting contribution since education is anchored in specific contexts that are situated on several levels. It is therefore an interesting domain in order to study phenomena of circulation (of theories, models, populations) and the dialectics of local, regional, national and international “pressures”, impulses, prescriptions, evaluations, and so on.

This issue, composed of six articles from different geographical areas, is a valuable provision for the exploration of the factors that currently contribute to illustrating a strange paradox affecting the History of Education. While on the one hand the proliferation of research and studies demonstrates the vitality and competence of historians of education, on the other we cannot but complain about the diminishing of discipline in university curricula and the cutbacks decrease in professorships and teaching. This situation is underlined by all the authors and is common to some geographical areas, such as Europe, while we find a different situation in Latin America, for instance, where there has been a considerable expansion of courses in the universities, as demonstrated by the striking case of Brazil, since the 1990s.

Another common element concerns the need to participate rationally in the change in managerial processes with the adoption of Open Journal Systems (OJS). While the boom in journals and the establishment of this tool have not occurred simultaneously, the use of such publication management software is considered an essential strategy for spreading research and raising the visibility of authors.

Common strands of thought can be seen in the reflections explored in this issue: Attila Nóbik, Iveta Kestere and Justyna Gulczyńska present a precise panorama of History of Education in former Eastern Europe, explaining the development of the most relevant journals such as *Laikmets un personība* (in Latvia), *Pedagógia történeti Szemle* (in Hungary) and *Przegląd Historyczno-Oświatowy* and *Biuletyn Historii Wychowania* (in Poland). They show how academia is vivaciously seeking to render its research increasingly more international, thanks to the participation of scholars in ISCHE conferences.

A particularly interesting case is Brazil, whose journals (both print and online) are progressing on the path of internationalization and directing the attention of the academic world to two important phenomena: the supremacy of the English language in the field of History of Education, which limits the circulation of research in other languages, and the difficulty of publishing in prestigious journals in the Anglo-Saxon world. As the authors argue, therefore, it seems that internationalization is the prerogative of a few and that there are significant differences in the concentration of knowledge and power worldwide. Some strategies that have been adopted include the translation of articles from other languages into English, or the practice of providing abstracts in English.

In his essay Jean-Pierre V. M. Hérubel suggests an externalist approach; that is, to also publish in parallel journals in the fields of social history or childhood history, for example, the methodologies and models of analysis being relevant to other disciplines too, always with the aim to broaden the dissemination of research. Nor is the value of discussion, meetings, seminars and conferences ever overlooked, as Rebecca Rogers argues, emphasizing the positive effect that globalization can have on the way in which each of us carries out research by comparing ourselves with other scholars on an international level. Through an exploration of one international and three national journals, Rogers questions how editorial teams anchored within specific intellectual contexts have responded to what many are calling the “international” or “transnational” turn in the social sciences.

The extensive study by José Luis Hernández Huerta, Andrés Payà Rico and Carmen Sanchidrián Blanco analyzes in depth the impact of internationalization on history of education journals by providing an overview of the global data pertaining to a large number of periodicals. The authors thus map a precise census and shed light on the real phenomenon of internationalization, providing elements for further debate on the topic. Lastly, an interesting comparative case study between Brazil and Canada unveils differences and similarities between these two distant countries. Adopting the same categories of analysis (authorship, gender, institutional origins, etc.), Thérèse Hamel and Marisa Bittar explain how a journal largely depends on its linguistic and geographical context in terms of scholar participation, or concerning particular topics as objects of research (for example at the local or national level). In conclusion, we hope a deeper level of discussion about the History of Education using the journals as effective tools could better deepen our knowledge of methodologies, theories, subjects and sources. A new international citizenship of the fascinating country of the History of Education is what we really need for the future.

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