

# IJHE

## **Bildungsgeschichte** **International Journal for the** **Historiography of Education** **2-2019**

### **Debatte**

**The nationalism-trap in education research:  
Shared pathos, practiced ideals,  
and spectra of banal nationalism**

**Die Nationalismus-Falle in der Bildungsforschung:  
Geteiltes Pathos, umgesetzte Ideale und  
Spektren des banalen Nationalismus**

# **Bildungsgeschichte**

## International Journal for the Historiography of Education

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## International Journal for the Historiography of Education

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*Attila Nóbik, Iveta Kestere, Justyna Gulczyńska*

## **History of education journals and the development of historical research on education in Eastern Europe (1990-2016)**

### **Bildungsgeschichtliche Zeitschriften und die Entwicklung der bildungshistorischen Forschung in Osteuropa (1990-2016)**

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*In our article, we analyze the state and status of History of Education in Latvia, Poland, and Hungary by tracing History of Education journals. We start by analyzing the changes and challenges historians of education faced after the collapse of these countries' respective communist regimes. By using these countries as case studies, we reveal that journals and journal-like collections have played a vital role in the development of historical research. We evaluate how they aided in the modernization and internationalization of the field.*

*Der Beitrag beschäftigt sich auf der Basis von bildungsgeschichtlichen Zeitschriften mit dem Zustand und der Stellung der Erziehungs- und Bildungsgeschichte in Lettland, Polen und Ungarn. Untersucht werden die Veränderungen und Herausforderungen, mit denen sich Bildungshistorikerinnen und Bildungshistoriker nach dem Fall des Eisernen Vorhangs und dem Zusammenbruch der kommunistischen Regierungen konfrontiert sahen. Diese drei Länder dienen als Fallstudien, um die Bedeutung der entsprechenden Zeitschriften und zeitschriftenähnlichen Publikationen nachzuzeichnen. Dabei kann auch gezeigt werden, wie diese Publikationen die Modernisierung und Internationalisierung des Forschungsfeldes unterstützten.*

*Keywords: historiography, journals, Eastern Europe, post-communism*

*Schlagworte: Geschichtsschreibung, Zeitschriften, Osteuropa, Post-Kommunismus*

The historiography of education has experienced significant transformations in Eastern Europe over the last 30 years. Following the fall of communist regimes, research communities, including historians of education, had to reorganize and “(re)present” their respective branches of academia. During this shift, researchers from Eastern Europe broke free of their Marxist ideological bonds, (re)integrated into global organizations and communities, and sought renewed or new publication platforms. In our study, we analyzed the historical development and current position of local journals, and the role they played in organizing national and international research communities. More specifically, we examined the role local journals played in the transformation of the historiography of education in post-Soviet Eastern European societies. We also explored whether journals are an indicator of a flourishing research community that has a significant academic position, or simply an attempt to strengthen and legitimize an otherwise failing field of research.

We chose three post-Soviet European countries for our case study: Latvia, Hungary, and Poland. Firstly, we analyze how these countries, with a common past of Soviet indoctrination, sought their own identity within the international community of historians of education, revealing the common challenges they faced. Secondly, we show that each “player” from the former Eastern Bloc has its own peculiarities in the field. In this way, we have attempted to present the similarities and differences in the landscape of the History of Education in the former Eastern Bloc. Our methodology took into consideration the institutionalization of history, i.e., how publication of collections of articles created standardization (Tamm 2016, 9) through case studies and the presentation of work written by select authors in specific publications (Sobe 2013), thus making them comparable and assessable (Hofstetter/Fontaine/Huitric/Picard 2014). Education journals were chosen as an appropriate and valuable source for comparison.

## 1 Redefining historical research on education after the collapse of the Soviet system

The historiography of education has a long tradition in Eastern European countries. Its origins in Poland are marked by Hugo Kołłątaj’s (1750-1812) work *Stan oświecenia w Polsce w ostatnich latach panowania Augusta III* (The state of education in Poland in the last years of the reign of Augustus III, 1750-1764), only published in Poznań many years after the author’s death in 1841. Contemporary research indicates that Kołłątaj’s work represents the start of the History of Education in Poland as an academic field, and he is considered the father and creator of Polish historiography of the History of Education.

In Hungary, the first publications on History of Education appeared as early as by the end of the eighteenth century, but the field only started to develop rapidly in the second half of the nineteenth century, with the development of teacher-training institutions. By the 1930s, the History of Education had become an independent and distinct field of academic research (Németh 2008). Its development continued after World War II, and the History of Education continued to be an important subject in teacher-training curriculums during the communist era.

In Latvia, the origins of the History of Education can be found in teacher-training seminar curriculums from the second half of the nineteenth century. After Latvia became a state in 1918, the History of Education became an integral part of the curriculum in all teach-



er-training institutions, including the university. After World War II, Latvia was incorporated into the Soviet Union. Since the second half of the 1940s, the history of pedagogy at the University of Latvia was taught by Milda Drizule (1895-1992), a Moscow University graduate. Under Soviet dictatorship, she authored the only Latvian-language book on the History of Education published in Latvia. Other books came from Soviet Russia and were translated from Russian into Latvian (Kestere/Ozola 2014).

Interpretation of the History of Education changed over time, but the main characteristics continued to be typical of modern historiography. According to Daniel Tröhler (2004, 369), the recurrent “paradigm” of the historiography of education prioritizes moral-educational intent rather than scientific quality, divides history into epochs, emphasizes individual figures in education, is male-dominated, shows a preference for Lutheran Protestantism, and also, asserts the national superiority of German education from 1800 onwards. These characteristics perfectly describe the situation in Latvia since the nineteenth century (Kestere/Ozola 2014), and the first four certainly also apply to Hungary since the second half of the twentieth century (Nóvik 2008; 2017). Several of these points also apply to Polish history. However, in the 1970s and 1980s, the “uninvolved” methodology emerged in Poland, mainly due to Jerzy Topolski, a “revisionist” who was banned by the USSR (Topolski 2004). It is also safe to say that after World War II, national histories of education in Eastern Europe were subject to ideological interpretations; in the Baltic States, they were viewed by Moscow as the histories of the “provinces” (see Arsenjev 1988).

When communism fell in Eastern Europe, the status of the History of Education was affected by a series of turbulent political changes. At the end of the 1980s, the past gained new meaning and significance – it became the key to the events of the present. History was actively debated throughout society, and historical facts were used as arguments by both critics and defenders of the Soviet system. This renewed interest in history put historians in the spotlight; they, in turn, were eager to restore their professional prestige, which had suffered greatly during the Soviet era due to state censorship and over-ideologization.

Historians of education responded to public demand to create a history for the new nation-states, a history useful for restoring and raising national self-confidence. History scholars, including historians of education, were busy rewriting distorted stories of the past, re-establishing historical continuity disrupted by the Soviet occupation, and searching for new historical narratives. After many years of silence, people wanted to tell their own narratives or those of their families, or even the story of the whole nation. This “need to tell” is described well by Alan Wieder in his study of post-apartheid South Africa (Wieder 2004). As a result, historical literature – including biographies, autobiographies, and novels – flourished. Educational institutions were not immune to these changes. History, including the History of Education, became a popular academic subject with pedagogical and ideological functions: specifically to unmask the communist dictatorship, to legitimize the nation states, and to prove the ancient ties between Eastern Europe and the West. Scholars put history into a new context, engaging students in historical research. Teacher-training curriculums also reflected a new interest in the History of Education.

The popularity of national history during periods of social transformation is well-known, tracing the rise of nationalism in the mid-nineteenth century, for example, and the writing of national histories has always accompanied the creation of nation states: “Nation building and history writing go hand in hand” (Tröhler 2017, 213). Nationalism has been a key factor in the generation of interest in history, and history has been a major building block in the con-

struction (and re-construction) of national identity (Tamm 2016, 2). The Soviet dictatorship assigned the Russians the role of the “elder brother”. So, nationalism was a logical reaction by “younger brothers,” namely, smaller nations, a reaction reinforced by the growth of globalism in the West: nationalism could be considered to be nothing more than a concrete reaction of sovereign states to compete and flourish in the global context (*ibid.*, 19).

The efforts of historians of education in the post-communist era to (re)establish connections with Western research communities had some unexpected consequences. One of the most cogent reason was that the “new” Europeans’ renewed sense of national identity and their enthusiastic presentations of a new historical narrative was received by the West with reserve and suspicion (Kestere 2016, 109). In fact, some Western scholars saw the fervent interest in national histories as a possible tool for manipulation, and a possible return to the utilitarian use of the History of Education, as was the case until the first half of the twentieth century (Depaepe 1997; Alphen/Carretero 2015). Indeed, the national perspective can always be accused of narrow-mindedness, in contrast to an international perspective, which, by definition, has a broader scope. “Global”, “international”, and “transnational” have been topical agendas in the global field of History of Education over the last several decades (see Fuchs 2012; Tröhler 2017).

In short, Europeans from the “post-ness” space soon realized that their joy in regaining national identity and positively interpreted national narratives was only reciprocated and accepted in their own countries. In order to fit into the general European landscape, national history had to be converted into a global concept of history. Eastern European historians of education adapted to current international topical and methodological trends and “turns” (e.g. transnational, linguistic, visual), and the “new” national histories became sources for case studies, supplying facts on histories of childhood, gender, textbooks, class culture, and other global research topics (Kestere 2016, 110).

Although the devaluation of national histories relegated most Eastern European historians of education to the sidelines of the international research community, they did, in fact, share several similarities with their Western colleagues: while historical research on education flourished (Németh 2016), the weakening academic position of the History of Education became salient when the enormous enthusiasm for restored freedom waned (Nóbik 2015b; Kestere 2014a). The devaluation of the History of Education in teacher-training programs is a common tendency (Tröhler 2006) for both East and West; for example, it has been documented in England (McCulloch 2012), Finland (Rantala 2012), Switzerland (Hofmann 2014), and France (Caspard/Rogers 2014). Consequently, the future of this branch of academia is under question, despite the well-developed research field. We will address the future of the History of Education at the end of this article, after having focused on the state of journals in the field.

## 2 Journals and collections on the history of education

Using content analyses, we explored the backgrounds of the journals, their editors and authors, the main topics discussed, the main theoretical frameworks used, their ranks in the local community, and their international connections. The Latvian case is devoted to a periodical which is more a collection of articles than a journal, so the methodology in this case is slightly different from that used to analyze the Hungarian and Polish journals.

## 2.1 A community without a journal: Latvia

Latvia has had a well-organized community of historians of education since the 1920s, however, there has never been a Latvian journal devoted to the History of Education. Historians of education published in general Education journals. Although more advanced researchers could qualify for publication, in Russian, in the main periodicals of the Soviet Union, the USSR was similarly lacking a journal devoted to the history of education.

That being said, after regaining independence, two regular Latvian publications were established that were connected to the field of education history. The first was a periodical dealing with the history of sciences and museology, which has been published annually by the University of Latvia since 1999. This collection can be added to the body of work on the History of Education because all articles are related to the history of the university. However, we will analyze in depth the second collection, which historians of education add to their field with confidence: the annual article collection *Laikmets un personība* (Era and Personality), published in Latvian from 2000 to 2015. Raka, a publishing house devoted to teaching and learning issues, began to publish and sell *Laikmets un personība* in 2000. On average, each issue consists of nine articles of around 10 000 words each, totaling approximately 346 pages per volume. The editor-in-chief for all 15 volumes was Aida Krūze, a historian of education and professor at the University of Latvia.

The authors of the first issue of *Laikmets un personība* (2000) were eight Master's and one doctoral student. In contrast, the volume published in 2015 contains papers on Ovide Decroly by internationally recognized scholars such as Marc Depaepe, Frank Simon and Angelo Van Gorp, as well as an article about Jan Hus by Thiago Aguiar, translated into Latvian. Every collection of *Laikmets un personība* published during the study period was supervised by the editor-in-chief and featured two reviewers, usually local professors; only 4.2% were foreigners. Nevertheless, it is clear that the significance and value of the collection increased over its first 15 years.

The average contributor to *Laikmets un personība* is a female with a Master's degree or doctorate in the educational sciences and employed at a school or university. The high proportion of female authors mirrors the situation in Latvian education, in which women dominate with 83.2% of teachers being female (Latvija 2015). Most of the authors have a background in education (65.3%), followed by historians of education (23.6%), historians of science (4.5%), and historians (1.3%). The remaining 5.3% of authors are from other fields such as psychology, mathematics, and philology.

Although there is no doubt about the goodwill and honest work of contributing authors, the majority of them were amateurs who were not aware of the methodological specificity of research in the History of Education. Yet, under the guidance of university professors, the collection served as a platform for expressing the views of a certain epoch, and helped to develop the biographical genre in Latvia. It also aided in identifying past traumas and thinking about identity.

Bibliographic references were predominantly in German (43.4%), followed by literature in Russian (39.1%), with sources in English bringing up the rear (17.5%). The first references to foreign studies in the History of Education appeared in *Laikmets un personība* in 2005. This coincided with the participation of Latvian historians of education at the International Standing Conference for the History of Education (ISCHE). Most references are to articles published in *History of Education* (58.3%) and *Paedagogica Historica* (29.1%).

Another phenomenon we discovered is the lack of theoretical framework in 42.2% of the articles. Philosophers of education, psychologists, and philologists used theories with confidence, but pure educationalists lacked strong methodological premises.

The main character of *Laikmets un personība* was the teacher in the broadest meaning of the word: a person who shared his knowledge and/or supported education: 15 volumes of this annual article collection contain 127 life stories of pedagogues. 72.4% of the articles are devoted to local teachers; 18.7% describe Latvian pedagogy classics, but only 8.9% are devoted to international scholars such as Johann Gottfried Herder, Wilhelm Ostwald, or Ovide Decroly.

As regards gender issues, the number of female teacher biographies grew over time. Whereas the first *Laikmets un personība* issue (2000) was devoted to 12 men and one woman, Volumes 13(2011) and 14(2013) contained biographies of 20 women and 3 men. From “sex-blind” stories, *Laikmets un personība* devoted its 14<sup>th</sup> volume to women in the teaching profession. That being said, the overwhelming focus of the collections was male; 97 (76.3 %) were biographies of male teachers. Despite the rapid feminization of the teaching profession in Latvia (and the world) at the end of the nineteenth century, in *Laikmets un personība* the history of men was written by women who were apparently not “feminist-minded”. In fact, a total of 60 female authors wrote 97 biographies of male teachers, creating a romantic mood for the collection in which the ideal national and professional hero is the main character.

Craig Campbell and Geoffrey Scherington labelled the History of Education between the 1880s and 1950s as “propaganda history”; its mission was to provide the field of education with heroes (Campbell/Scherington 2002, 50ff.). The History of Education in the twenty-first century is a product of postmodernism and, as such, it deconstructs and demythologizes the “great”, “heroic”, and plainly exaggerated stories of the past. This is done not to ridicule our predecessors, their education, or their ideals, but to demonstrate that they, too, were humans living in a specific socio-historical context from which they could hardly be abstracted (Depaepe 2001, 638; McCulloch 2016, 48). Yet in Latvia, it appears that heroes are still needed in the twenty-first century. *Laikmets un personība* created a whole national and professional gallery of ideal teachers. In twenty-first-century Latvia, these heroes were reborn in the romantic form of the Christian ideal of the nineteenth century, that is, “a transcendent idea(l) that offers the model that the earthly world should follow” (Tröhler 2017, 214).

The main task of these stories of the past was, first of all, to strengthen ethnic and professional identity, and boost patriotism in post-Soviet Latvia. The images of teachers from the past served as “morally aware loyal agents in nation-building” (ibid.). The second task of the teacher life stories was a traditional one, namely, to promote professional identity and foster professional pride (Campbell/Scherington 2002, 50ff.): teaching has always been a difficult but respectable profession, and it is rewarded with immortality in pupils’ memories.

Creating and strengthening nationalism, patriotism, and optimism with the help of past imagery is typical for times of change, turmoil, and transition (Tamm 2016, 316). The teacher-hero described in *Laikmets un personība* was, like the authors, driven by a “moral and national mission”, a mission contemporary global History of Education urges us to reject (Tröhler 2017, 222). The application of Tamm’s historiographical methodology (Tamm 2017, 11) demonstrates that *Laikmets un personība* narrowly avoids “spatial others” and “non-spatial others” (in terms of ethnicity, gender, class, and religion). All the educators written about, except Jan Hus and Ovide Decroly, were born, worked in, or contributed in some

way to education in Latvia. In other words, *Laikmets un personība* almost never represents “spatial others” for, at one time or another, virtually all were connected to Latvia.

Nevertheless, in addition to local periodicals, Latvian authors have been occasionally invited to publish internationally. Articles by Latvian scholars can be found in *Paedagogica Historica* (Baiba Kalke, Zanda Rubene, Tatjana Koke, Irēna Saleniece, Aija Abens, and Iveta Kestere), and the Italian journal *Ricerche Pedagogiche* (Zanda Rubene, Aīda Krūze, Arnis Strazdiņš and Iveta Kestere), among others. Furthermore, *Laikmets un personība* is closely linked with the Baltic Association of Historians of Pedagogy (BAHP), established in the 1970s but officially registered in 2000. This organization connects History of Education researchers from Latvia, Estonia, and Lithuania. BAHP members meet regularly at conferences and prepare joint publications (e.g. Krūze/Kestere/Sirk/Tijuneliene 2009; Kestere/Krūze 2013). Aīda Krūze, Editor-in-Chief of *Laikmets un personība*, has been president of BAHP since 2010. BAHP, in cooperation with the University of Latvia, was the host organization for ISCHE 35 in 2013 (see Kestere 2014b).

However, the “mood” of these Latvian collections corresponds to one defined by Mary Phillips Manke in relation to Americans: “a deep and sentimental nostalgia for certain images of our national past” (Manke 1993, 57). That being said, the importance of *Laikmets un personība* should not be underestimated – the work led to research into the visual image of the teacher, which integrated perfectly into modern aspects of the visual (see publications in *Paedagogica Historica*). Moreover, despite being judged inadequately by the Latvian academic establishment, *Laikmets un personība* has added value in that it offers a means of comparison with international research. It was also invested in the re-evaluation of the nation as a subject of history. With its Latvian stories, *Laikmets un personība* provided proof that not only can a nation be understood through the global, but also that the global can be understood through the national (see also Kestere 2016).

Another achievement of *Laikmets un personība* is rather paradoxical: while it generally features local stories written in Latvian for Latvians, we dare say that it is a modern collection, even in an international context. In the early twenty-first century, Richard Aldrich urged us “to rescue from oblivion those whose voices have not yet been heard and whose stories have not yet been told” (Aldrich 2006, 18). Even today, discussion on new tasks in the History of Education includes calls to search for “top-down” narratives and “potentially lost voices” (McCulloch 2016, 51; Finkelstein 2013, 128), namely, stories of marginalized groups. In this case, the stories of “ordinary” and largely unknown teachers raised “from oblivion” by *Laikmets un personība*. Undoubtedly, *Laikmets un personība* played an important role in the creation of an identity for Latvian historians of education and in strengthening international networks. It did not, however, improve the overall situation of the History of Education in higher educational institutions. Its development follows international trends and as such has a marginal position in the curriculum.

## 2.2 A community with one journal: Hungary

Of the three countries addressed in this article, Hungary has the shortest history of an independent History of Education journal or journal-like publication platform. The most prestigious Hungarian educational journal is *Magyar Pedagógia* (Hungarian Pedagogy), published by the Educational Committee of the Hungarian Academy of Sciences. Since its reorganization in the early 1990s, the journal has published a broad spectrum of studies, often

including historical topics. In the last ten years or so, however, *Magyar Pedagógia* has become the main publication for empirical educational sciences in Hungary, and consequently more recent issues are characterized by an almost total absence of historical topics. It should be noted, however, that this situation is not due to the quality of historical publications, but rather a result of a conflict of interests between the empirical and historical educational research communities.

The first attempt to establish an independent History of Education journal occurred in 2004. *Neveléstörténet* (History of Education) was founded by the local János Kodolányi College, which provided stable financial backing for the early years. Although some high-quality studies were published, the journal could not attract the most prominent Hungarian researchers. Moreover, Hungarian historians of education did not publish frequently in international periodicals. Only a few articles can be found in leading journals (e.g. *Paedagogica Historica* and *History of Education*), of which only one (Németh/Pukánszky 1998) was written by prominent Hungarian researchers. Instead, Hungarian scholars have turned their attention to the new international journals (e.g. *Pedagogika*, *Espacio*, *Tiempo y Educacion*, *Foro de Educación*, *Rivista di Storia dell'Educazione*, *History of Education & Children's Literature*) that started being published in recent years.

In fact, the success of international journals in promoting new publications and attracting historians of education from around the world led to the establishment of an independent academic journal in Hungary. The History of Education Subcommittee of the Educational Committee of the Hungarian Academy of Sciences established *Pedagógiatörténeti Szemle* in 2013 in an effort to strengthen and professionalize historical research on education. The Subcommittee is the most significant official association of Hungarian historians of education. The chair, András Németh, played a vital role in setting up the journal. In an effort to consolidate and professionalize historical research on education, he initiated the establishment of the new, peer-reviewed, open-access academic journal in 2013. He became *Pedagógiatörténeti Szemle*'s publisher-in-chief, alongside editor-in-chief Béla Pukánszky.

Another factor that led to the founding of *Pedagógiatörténeti Szemle* (Review of Theoretical and Historical Education) was the realization by some local historians of education that the creation of a journal was necessary for the further development of their field of research. *Pedagógiatörténeti Szemle* aims to become the main publishing platform for Hungarian historians of education, and to promote research in anthropological, theoretical, sociological, economic, political and cultural fields. *Pedagógiatörténeti Szemle* encourages the use of new methodologies and an interdisciplinary approach. High-quality publishing is one of the requirements for growth of the scientific community, and *Pedagógiatörténeti Szemle* adheres to a strict double-blind peer-review process. Its international academic board consists of twelve internationally renowned historians of education from Germany, Austria, Switzerland, Italy, Slovenia, and Latvia. Indeed, one of the main objectives of the journal is to strengthen ties between Hungarian education historians and the international community. It is hoped that the new impulses that the journal provides may help change the status of History of Education in both the academic sphere and in higher education.

Since *Pedagógiatörténeti Szemle* was founded in 2013, eight volumes have been published. Although this number is not high, its articles cover a wide range of topics, applying different methodologies and theoretical approaches. Indeed, the spectrum of articles ranges from the history of special education (Zászkaliczky 2015) through the history of normativity (Sáska 2015; Nóbik 2015a) to aspects of the history of Soviet education (Somogyvári 2016). An



international volume has been published with articles by Simonetta Polenghi (2015), Lucien Criblez (2015), Anne Hild and Anna Stisser (2015), and Heinz-Elmar Tenorth (2015). Similar to Latvia (and unlike Poland), the situation of History of Education in Hungary is ambivalent. As a research field it is salient; there has been a growth of topics and methodologies in research in the last two decades, and the History of Education is still a significant subject in various educational programs, such as BA and MA programs in Education and Special Education Teacher Training. There are currently five PhD programs with History of Education sub-programs. However, during a recent reform of higher education, the History of Education was excluded from teacher training in many Hungarian universities, a development closely connected to the weakening academic position of historians of education. Researchers and research groups and institutions working in the field of empirical educational sciences and/or psychology have gained more academic recognition and, consequently, more power over the last decade. The main reasons for this are highly ranked international publications, an active academic life, and integration into international research organizations. However, the weakened position of historians of education has motivated them to reassess the situation of their field in Hungary. Several conferences and workshops have recently been organized (Pukánszky 2008; Baska/Hegedűs/Nóvik 2013) on the adaptation of new methodologies and sources as well as on the current status of the field of History of Education.

### 2.3 A community with many journals: Poland

The first attempts to create History of Education journals in Poland after regaining independence in 1918 were triggered by the emergence of the field as an independent discipline. The first national professional journal on the History of Education and the school system was *Minerwa Polska* (Polish Minerva), published from 1927-1929 and edited by Stanisław Łempicki. Despite its short life, it played a vital role in fostering academic insight into various topics, including the development of the Polish school system during partition, and the history of education and illustrious educators (Hellwig 2001).

Two other History of Education journals were established under communist rule. They survived and are still active today, becoming the two oldest existing Polish History of Education periodicals. The first is *Przegląd Historyczno-Oświatowy* (History of Education Review), which dates back to the Nazi occupation of Poland during World War II. The idea was to collect materials on the Polish history of education, with a particular emphasis on recent history. This was broadened to include the nineteenth century, and the post-1863 period ("January Uprising") in particular, which marked the beginning of democratic education in Poland. The first volume of *Przegląd Historyczno-Oświatowy* was published in 1947. Unfortunately, the political influence of the communists resulted in the suspension of the periodical in 1949, until it was re-established in 1958. From 1947 to 1949, *Przegląd Historyczno-Oświatowy* was edited by Jan Hulewicz. Ryszard Wroczyński subsequently took over and was editor for 28 years (1959-1987). From 1989 to 2016, the periodical was edited by Marian Walczak, and the current editor is Witold Chmielewski. Both before and after the political changes of 1989, *Przegląd Historyczno-Oświatowy* attempted to present issues pertaining to the History of Education and the school system in Poland in an objective manner, in particular by minimizing the influence of political censorship before 1989. *Przegląd Historyczno-Oświatowy* is a quarterly publication of the Polish Teachers' Union (Związek Nauczycielstwa Polskiego). Today it is published twice a year with two issues per volume.

Articles in *Przegląd Historyczno-Oświatowy* focus on the History of Education and schooling, Polish schools and teachers' organizations abroad, the history of schools and other educational institutions, profiles of illustrious pedagogues, teachers, and educators, reviews of publications on the History of Education and schools, and bibliographies (see <http://pho.znp.edu.pl>). Submissions to *Przegląd Historyczno-Oświatowy* are subject to an independent, double-blind peer-review process. Articles are published in Polish with abstracts in English. The periodical is ranked among the category B journals approved by the Polish Ministry of Science and Higher Education, as well as by the European Reference Index for the Humanities (ERIH).

The second oldest Polish History of Education periodical is *Rozprawy z Dziejów Oświaty* (Treatises on the History of Education). The journal has been published since 1958 and has been edited by Łukasz Kurdybacha (1958-1973), Józef Miąso (1973-2009) and, since 2009, by Joanna Schiller-Walicka (see <http://www.ihnpan.waw.pl/wydawnictwo/rozprawy-z-dziejow-oswiaty/>). With the publication of the first issue of *Rozprawy z Dziejów Oświaty* in 1958, *Przegląd Historyczno-Oświatowy* was suspended. *Rozprawy z Dziejów Oświaty* was established mainly due to the efforts of Łukasz Kurdybacha and the support of the Polish Academy of Sciences, which acknowledged the importance of studies on the History of Education in Poland (Szulakiewicz 2004) to satisfy the needs of the “post-October thaw”<sup>1</sup>. *Rozprawy z Dziejów Oświaty* was respected in academia both before and after the political change of 1989 as a highly specialized and professional periodical. The publication consists of three sections: articles, materials, and reviews. It also contains reports from important domestic and international conferences and sessions on the History of Education. The main issues it covers include discussion on the history of educational and school institutions, pedagogical thinkers and authors, and History of Education research methodology. Articles in *Rozprawy z Dziejów Oświaty* are dominated by research on the nation's past. However, some papers also present the history of German and English education (Szulakiewicz 2004). All texts published in *Rozprawy z Dziejów Oświaty* are subject to an independent review process before publication and include an abstract in English. Since 2011, texts in English and Russian have also been included. *Rozprawy z Dziejów Oświaty* is available electronically, and since 2010, it has been indexed in the International Bibliography of the History of Education and Children's Literature. Furthermore, it is ranked category B on the list of ranked journals approved by the Ministry of Science and Higher Education and in the European Reference Index for the Humanities (ERIH) academic journal database.

Yet another significant History of Education journal, established after the political change in Poland, is the annual *Biuletyn Historii Wychowania* (Bulletin of the History of Education). Created in 1994, it owes its origins to the History of Education Section of the Polish Pedagogical Association (Polskie Towarzystwo Pedagogiczne). Since its beginnings, *Biuletyn Historii Wychowania* has been published by the History of Education Center at the Adam Mickiewicz University in Poznań. The editor-in-chief is Wiesław Jamrożek, and the deputy editor is Dorota Żołądź-Strzelczyk. Since 2002, *Biuletyn Historii Wychowania* has been the flagship of the History of Education Association, and in 2005, the Poznań Society of Friends

1 “Post-October thaw” is a term for the change in the internal policy in the People's Republic of Poland in the second half of 1956 linked to a transformation in political leadership and a liberalization of the political system. It was a consequence of Stalin's death in 1953 and the resulting changes in the USSR.



of Science (Poznańskie Towarzystwo Przyjaciół Nauk, PTPN) joined the ranks of the paper's publishers.

Since its inception, *Biuletyn Historii Wychowania* has attempted to internationalize Polish academic research on the History of Education. This was due mainly to Jan Hellwig's efforts: As a member of the international editorial board of *Paedagogica Historica*, he promoted the International Standing Conference for the History of Education (ISCHE) in *Biuletyn Historii Wychowania*, reporting there, for example, on the 18<sup>th</sup> ISCHE conference in 1996, and encouraged Polish researchers to publish in *Paedagogica Historica* (see Rogers 2019). The topics presented in ISCHE 18 sessions showed Poland's openness to global changes, and their role in Polish reality since the political changes. The conference sub-headings reported on were: The influence of social change on education – a historical perspective, political changes and their consequences on education – retrospective and perspective, and school law and the changing role of education in modern and contemporary times (*Biuletyn Historii Wychowania* (1994), no. 1, 1).

*Biuletyn Historii Wychowania* is acknowledged as a highly professional publication by Polish historians of education and educators. The journal includes articles and treatises, materials, a historical calendar, presentations, reviews and briefs, and reports on the academic activities of historians of education (see <http://www.ptpn.poznan.pl/Wydawnictwo/czasopisma/BHW/bhw.html>). Texts submitted to *Biuletyn Historii Wychowania* are subject to blind peer review. All texts include an abstract in English. In fact, starting from issue no. 36 in 2017, *Biuletyn Historii Wychowania* has been published in both Polish and English versions, which has, undoubtedly, increased its readership. The periodical is included in the Ministry of Science and Higher Education list of ranked journals in the B category.

Several other journals focusing rather on general education have also included articles by historians of education and thus also deserve to be mentioned here: *Chowanna*, *Horyzonty Wychowania* (Horizons of Education), *Kwartalnik Pedagogiczny* (Pedagogical Quarterly), *Polska Myśl Pedagogiczna* (Polish Pedagogical Thought), and *Studia Edukacyjne* (Educational Studies).

Historians of education in Poland use various methodologies in their research, determined by type. The most common often borders on the methodology used in both history and education. Polish historians of education continue to discuss methodological issues for the History of Education. This often takes place during annual seminars organized by the Department of History of Education at Adam Mickiewicz University in Poznań. The following names appear most frequently in publications in a methodological context: Jerzy Topolski (1984), Benon Miśkiewicz (1993), Czesław Majorek (1997), Jan Hellwig (1995), Władysław Szulakiewicz (2003), and Ewa Domańska (2005) among others.

This analysis of Polish History of Education periodicals indicates that the quality is good. They play a significant role in popularizing knowledge on the History of Education and the school system through articles, materials, reviews, and current information on activities and academic events related to the History of Education. Most of these periodicals are on the list of ranked journals approved by the Polish Ministry of Science and Higher Education. Articles are subject to double expert blind review before publication, which undoubtedly increases their value and range. Yet the biggest achievement of Polish journals since 1990 is their increased internationalization. Initially, this was done mainly by publishing a table of contents, abstracts, and key words in English in the paper versions of journal. Currently, an increasing number of printed periodicals are also published electronically, offering

open access to tables of contents, abstracts, and keywords, also in English. Sometimes, full translations (usually in English) of articles are available online, although it should be noted that in 2017, *Biuletyn Historii Wychowania* became the first, and to date, the only journal of History of Education in Poland to be published both in Polish and English in its paper version. Moreover, academic editors of some of the journals now include academics from other countries: Vlasta Cabanova (Žilinska Univerzita, Slovakia), Winfried Schich (Freie Universität Berlin, Germany), Jaroslav Vaculik (Masaryk University Brno, Czech Republic) for *Biuletyn Historii Wychowania*, and Frank Tosch (Universität Potsdam, Germany) for *Przegląd Historyczno-Oświatowy*.

Another sign of the growing value of Polish History of Education periodicals is their inclusion in such databases as ERIH PLUS, Index Copernicus International, Google Scholar, PBN Polska Bibliografia Naukowa, BazHum, CEEOL, and CEJSH. In fact, the number and academic standards of journals are notable indicators that the History of Education in Poland is in an excellent state. A vital role in the work and academic activity of Polish historians of education is played by the Polish History of Education Association (*Towarzystwo Historii Edukacji*, THE). Moreover, the History of Education Team, a unit of the Polish Academy of Sciences established in 1953, is part of the Committee on Education Studies of the Polish Academy of Sciences (*Komitet Nauk Pedagogicznych Polskiej Akademii Nauk*, KNP PAN).

### 3 Conclusions

English dominates international communication. We agree with José Luis Hernández Huerta, Andrés Payà Rico, and Carmen Sanchidrián Blanco (2019) who argue that the international context is characterized more by a global circulation of researchers and articles, rather than the internationalization of the way they think and engage in the practice of education history. In our case studies, we reveal the state and status of the History of Education in Latvia, Poland, and Hungary. In all three countries, publication in foreign languages (in local and foreign journals), the involvement of internationally recognized scholars on the editorial boards of journals, and articles written by foreign scholars in local periodicals are an achievement. The blind peer-review process and inclusion in ranked publications are accepted as quality criteria.

These three case studies indicate that the most important roles of local journals in the international context are: dissemination and introduction of new topics and methodologies, comparison of results of studies and resulting new concepts, cooperation between local historians that strengthens national communities, cooperation with the global community of historians that helps overcome the challenges of “post-ness” and builds future international research teams, and opening up of communities to new members. According to Rita Hofstetter and Bernard Schneuwly (2011, 20f.), these five points are vital bases for the development of the academic discipline. The task for the future is to strengthen the position of the History of Education as an academic discipline for the benefit of future researchers in the field.

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# **Bildungsgeschichte**

## **International Journal for the Historiography of Education**

### **2-2019**

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- Global territory and the international map of history of education journals. Profiles and behavior
- Mapping the history of education in a "glocal" world: A study of two academic journals from Brazil and Canada

#### **Debatte**

- The nationalism-trap in education research: Shared pathos, practiced ideals, and spectra of banal nationalism  
Die Nationalismus-Falle in der Bildungsforschung: Geteiltes Pathos, umgesetzte Ideale und Spektren des banalen Nationalismus

#### **Kolumne**

- David F. Labaree  
Luck and pluck: Competing accounts of a life in the meritocracy

#### **Vorschau auf 1-2020**

"There are two kinds of practices among doctoral students in education that are particularly prominent right now and also particularly problematic for the future health of the field. One practice is the effort to become a hardcore academic technician; the other is the effort to become a hardcore justice warrior. Though at one level they represent opposite orientations toward research, at another level they have in common the urge to serve as social engineers intent of fixing social problem." (David F. Labaree)

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