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Paedagogica Historica

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Published in:
Connecting History of Education

IMPORTANT NOTE: You are advised to consult the publisher's version (publisher's PDF) if you wish to cite from it. Please check the document version below.

Document Version
Publisher's PDF, also known as Version of record

Publication date:
2015

[Link to publication in University of Groningen/UMCG research database](#)

Citation for published version (APA):

Dekker, J., Depaepe, M., Del Mar del Pozo Andrés, M., & Grosvenor, I. (2015). Paedagogica Historica. In J. L. Hernández Huerta, A. Cagnolati, & A. Diestro Fernández (Eds.), *Connecting History of Education: Scientific Journals as international tools for a global world* (pp. 159-164). (Collection Ágora; No. 3), (Series Educación; Vol. 3). Ediciones FarenHouse.

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Paedagogica Historica (UK)

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In 1961 the Centre for the Study of the History of Education at Ghent University published the first issue of the multilingual journal *Paedagogica Historica. International Journal of the History of Education*. The editorial stated that this new initiative was the result of a resolution passed by the 8th Congress of the History of Sciences in Florence in 1956, which insisted upon the necessity of 'composing a Universal History of Education with the co-operation of experts belonging to the whole world', and of a survey in 1959 of university professors who called for 'an international review devoted especially to the history of education' (Dekker and Simon, 2014). Initially published two or three times a year, *Paedagogica Historica* soon became a worldwide authority in the field, a status helped its practice of promoting international contact and exchange amongst historians of education and the publishing of an annual bibliographical special issue which became an essential research instrument for every historian who needed information about education (Dekker and Simon, 2014). By the mid 1980s its reputation was such that R.J. Wolff, in an article comparing it with four other European history of education periodicals, stated that it

was 'probably the most widely known and consulted foreign journal of the history of education in the United States' (Wolff, 1986: 88).

During the first thirty years of its existence 52 issues were published and the journal's content reflected the dominant paradigm of the period with a focus on ideas, systems, institutions and legislative change (Depaepe and Simon, 1996). At the end of the 1980s the journal entered a new phase as it responded to shifts in the academic landscape with the growing interest in the social and cultural history. In 1990 *Paedagogica Historica* was re-launched with a new design and with the stated aim of maintaining 'our traditional commitment to the intellectual history of education, but also encouraging a 'social-cultural, social-economic and social-political approach' so as to 'not only to use history for the explanation of present-day theory and practice, but also to try to understand the problematic nature of the educational past itself and the long-term evolutions» (De Clerck, 1990: 5-6).

This early phase in the journal's history was also intertwined with that of the International Standing Conference for the History of Education (ISCHE) (Luth, 2000; Herbst, 1990; Fuchs, 2015). ISCHE came into being in Leuven in September 1979 (Bruneau, 1979) and thereafter provided annual conference gathering for academics around the world to explore the variety of subjects, methods and debates that fell under the broad umbrella of the «history of education». Initially ISCHE published an annual International Newsletter for History of Education where information could be exchanged and selections of conference papers were published separately. Conference papers were also published in the ISCHE this was followed by the ISCHE Book Series, but this was a short-lived initiative. Late an agreement was reached between ISCHE and *Paedagogica Historica* to publish selected ISCHE conference proceedings and in 1995 the initial volume of a Supplementary Series of the journal was published: *The Colonial Experience in Education* edited by António Nóvoa, Marc Depaepe and Erwin V. Johanningmeier which emerged from the 15th ISCHE in Lisbon (Fuchs, 2014). The *Paedagogica Historica* Supplementary Series ran until 1999 publishing conference papers from Amsterdam, Berlin, Krakow and Dublin. *Paedagogica Historica* became generally recognized 'as the «umbrella» journal, with a strong bond with ISCHE' (Dekker and Simon, 2015: 710) and in 2000 a selection of conference papers from ISCHE Leuven was published: *The Challenge of the Visual in the History of Education*. Henceforward, the annual first issue of *Paedagogica Historica* was dedicated to ISCHE. 2016 will see the publication of *Education, War and Peace* (ISCHE 36 London 2014) and 2017 *Culture and Education* (ISCHE 37 Istanbul 2015).

During the 1990s priority was given in general issues of *Paedagogica Historica* to articles which were on either an international subject or on a

subject of international importance. This was a reflection of the editorial policy to produce a journal which was 'innovative' and was recognized as actively intervening in intellectual debates in the history community by 'expanding the frontiers of the history of education and by resolutely conceiving education as a broadly interdisciplinary field' (Dekker and Simon, 2014:). This period also saw the editor Frank Simon encouraging the proposal of special issues designed to highlight new methods or topics in the field, or to provide the state of the art with respect to established topics. Such issues included *Towards a History of Everyday Educational Reality* (1995), *History of Education in the Postmodern Era* (1996), *Left Education* (1999) and *Moral Panics* (1999).

In 2003, after more than forty years of being published by the Department of History of Education and Comparative Education of the University of Ghent, the journal took the strategic decision to enter into a new partnership and to transfer ownership to a new body. Responsibility for publishing, marketing, and distribution of the journal was left a commercial publisher: Taylor & Francis. The new owner was the *Stichting Paedagogica Historica*, which was founded to guarantee the scientific independence and autonomy of the journal. As a foundation the *Stichting* is statutorily obliged to reinvest any money earned by the journal into activities which promote the field of research into the history of education. This has included funding doctoral Summer Schools in the Histories of Education in collaboration with the European Educational Research Association and ISCHE, and more recently with the UK History of Education Society and supporting the conservation and cataloguing of the ISCHE archives.

Since 2003 the number of special issues published by the journal has increased. The editors for these issues reflect the journal's international reach and include Dutch, American, Spanish, French, Swiss, Australian, German, Swedish, Argentinian and Belgian academics and their focus has ranged from *Discourses on Masturbation* (2003) to *Focusing on Method* (2008) and from *Education and Latin American Independence* (2010) to *Modes and Meaning: Displays of Evidence in History of Education* (2013). Such issues have emerged via a variety of routes including international conferences (the European Social Science History Conference), networks (Network 17 of the European Educational Research Association) and research groups (ISCHE Standing Working Group).

The strategic shift in *Paedagogica Historica's* agenda soon provided evidence of success with the journal in 2006 being included in the social sciences citation index. The journal's readership increased exponentially as a result of the advertising, marketing, and distributing policy of the publisher and the introduction of online access. The former includes *Paedagogica Historica* being part of Taylor and Francis' offer to University libraries of the

'Social Science and Humanities Library' and 'Education Subject Collection,' while the latter has seen a year on year increase in the number of full text downloads. The journal received over 8,000 full text downloads in the first quarter of 2015, which is an increase of 74% on the same period in 2014. Today *Paedagogica Historica* remains tri-lingual, with articles published in English, French and German, although English now dominates. This is not due to editorial policy but the result of the development of the discipline which more and more follows the international publication culture of the social sciences by publishing in English. Six issues are produced a year. The journal has four Editors in Chief and an Editorial Assistant and is supported by a large international Editorial Board comprised of academic leaders in the fields of history of education and childhood. Most of the reviewing of article submissions is undertaken by members of the Board. Accepted articles can be accessed on 'i-first', Taylor and Francis' online platform, before they appear in traditional print form. Future special issues other than those associated with the ISCHE include *The Backbone of Schooling: Entangled Histories of Funding and Educational Administration*; *Transnationalising Korean history of education*; *Shaping European Welfare Nation-States: Professional Encounters with Post-1945 Immigrants*; and *Children's Adventures in Cultural Learning*. The editors remain keen to receive proposals and details can be found at www.tandfonline.com.PH

What of the future? In a recent survey by the publishers as to why authors submitted articles to *Paedagogica Historica* they compared the results for the journal with 'All Education Journals' and 'All Journals' that they published. In eleven of sixteen reasons identified in the survey *Paedagogica Historica* out performed both 'All Education Journals' and 'All Journals.' These areas included 'Aims and Scope of the journal', 'Journal serves the academic community in my subject area', 'Journal's reputation', 'Journal's ability to reach a wide readership,' 'Quality of refereeing', 'Journal's impact factor', 'Editor's reputation' and 'Recommendation by colleague(s)'. Such endorsements of *Paedagogica Historica* are both reassuring and challenging. Reassuring in the sense, as Rebecca Rogers writes, that the journal continues to be recognized by our academic community for its 'tradition of encouraging intellectual debate, while pursuing its enduring interest in moving beyond borders in the history of education,' (Rogers, 2014: 736) and challenging in the face of the ever-expanding publishing landscape and the changes in the ways in which journals are published and content accessed. Nevertheless, as Rogers concludes, *Paedagogica Historica* 'appears ideally positioned to respond to contemporary questions (and fears) about the effects of a globalized and virtual intellectual field by continuing to encourage the historical study of transnational educational practices' (Rogers, 2014: 736).

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2. Cataloguing Data

Title of the journal: *Paedagogica Historica*

Publishers: Taylor & Francis.

Editors: Jeroen Dekker (Rijksuniversiteit Groningen, Netherlands), Marc Depaepe (Katholieke Universiteit, Belgium), Maria del Mar del Pozo Andrés (Universidad de Alcalá, Spain), Ian Grosvenor (Managing Editor, University of Birmingham, UK.)

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Year of foundation: 1961.

Frequency: 6 issues per year.

Languages: English, French and German.

In print or electronic: Print ISSN: 0030-9230. Online ISSN: 1477-674X

Access policy: *Paedagogica Historica* is part of Routledge's Open Select programme, which offers authors the opportunity to publish Open Access in the journal via either gold or green routes. The journal carries the Routledge Open Select logo on the website to demonstrate this. More information about Open Select can be found here: <http://www.tandfonline.com/page/openaccess/opensselect>

Sections: Original articles (peer-reviewed); book reviews.

Index: Social Sciences Citation Index (Thomson Reuters).

URL: <http://www.tandfonline.com/toc/cpdh20/current>