

History of Education – Journal for Anglo-saxon and International History of Education

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Historical aspects in education are nowadays very popular issues, which are presented by discipline history of education (or history of pedagogy). In international perspective the main role is assumed by Anglo-Saxon areas, which also took the initiative role for the formation of international thematic, methodological and approach framework in given discipline. As an example we can bring the British peer-reviewed journal *History of Education, Journal of the History of Education Society* creating a very important platform for international exchanging of outputs in crucial areas. The main interest is geared to original research and major reviews of books in the history of education. Generally, published papers deals with both formal and informal education systems, comparative education, policy-making, the politics and experience of education and pedagogy. Key topics include feminism, femininity and feminization, the second world war; education and economic performance, education and national identity; education in Wales and Scandinavia; ways of seeing education and schooling emerging historiographies; and reforming lives such as progressivism, leadership and educational change. But it also provides options for publishing peripheral or specific topics. The tradition of a journal dates back to the 1970s, whose long duration provides a qualitative and permanent guarantee.

A part of the review, will be focused on the current year of 2013 when they were issued in a total of 4 issues in volume 42. Current topics will be monitored by published studies that may also outline further research possibilities in the Czech environment. Within the period under review, a total of 21 studies was published which are thematically very diverse. Generally, studies can be divided by several criteria, such as: by the period they work with, by locations, by the degree of education to which attention is paid and by perspective of thematic grip. In the following conception particularly two periods of interest can be observed. The majority of studies focus on the period

of the late 20th century especially to its second half, partly then to the 19th century and the first half of the 20th century. There we miss interest in older periods, such as the ancient, medieval or early modern concepts of education that are traditionally at marginal interest. Locally, most articles are focused on British and American education, but there are mentioned also Canadian, New Zealandean, Finish, Sweden, Dutch, Japanese or Nigerian regions. Increased interest can be observed for higher education traditionally accompanied by studies dealing with comprehensive education. Thematically, the contributions primarily devoted to wide aspects of educational contexts that are conceptualized from the perspective of political, philosophical, social, economic or national aspects. Considerable attention is devoted to international influences by prevailing paradigms, such as progressivism in American or Japanese education, pragmatism, ideas of Froebel etc. On the other side we lack interest in a traditional issue of institutionalization of education, by which are brings new turn into history of education which goes more deeply behind school institutionalisation. Only one paper deals with the issue of girls' education, from the pen of Ruth Watts that focused on aspects of the formation of higher medical education of girls in Birmingham turn of the 19th century and beginning of the 20th century. Especially interesting is the paper focused on neuroscience and the impact of historians of education and its contribution to this new field, which brings new and interdisciplinary view of history of education.

Journal also presented a special section focus on sources and interpretations, which contain usually one contribution per issue. Here can be experienced a new approach to issues of childhood and history of education, using new sources, such as public debates that shape the concept of childhood. Further can be recorded new approaches and historical resources to the area of girls' education, involving power tools of knowledge in the form of book collections at girls' schools.

Finally we can positively assess particular importance of the journal, which is seen especially in an international perspective, broad thematic, methodological and interdisciplinary approach that can bring new sources of inspiration also to Czech investigator environment. Therefore the journal can be recommended to all those interested in the history of education.

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