

Editorial

To prevent academic journals from being suddenly perceived as outdated or antiquated, the concept of the journals has to be continuously reexamined. This self-evaluation includes questions concerning content and adequate consideration of international developments in the disciplines, representative composition of the editorial board, and good fit with a publisher. After more than 15 years of editing the *Zeitschrift für pädagogische Historiographie*, the editors decided to launch the new journal *Bildungsgeschichte. International Journal for the Historiography of Education* with a somewhat rearranged editorial board and with the publisher Julius Klinkhardt Verlag in Bad Heilbrunn, Germany.

This issue therefore marks both a new establishment and further development of the old concept. The new journal will place stronger emphasis on the international aspect of the historiography discussion and at the same time provide an international communication forum for research in history of education. The new title reflects the focus of the journal: not only history of education studies but also the historiography question as to how histories of education can and should be written.

It is a great pleasure to introduce this new/old journal to an English-speaking audience all around the world. The prestigious international editorial board will ensure that the contributions in the fields of history and the historiography of education are of the highest quality and of interest and accessible to an international audience. The aim of the internationality of this discussion is not only to gather and exchange knowledge about different (national) histories but also to provide a forum where diverse research methodologies and traditions can be compared. For instance, it is important to realize that in Germany the history of education has long been a history of educational ideas (the ideas of great men and later on of great women). In contrast, histories in the United States have frequently focused institutionally on schools. Likewise, looking at school histories we find three different paradigms that have yet to be analyzed: Whereas traditionally German school histories were written in the vertical tension of social exclusion (ascent and descent), the Swiss historiography focused on the horizontal tension of ideas by liberals and conservatives and stayed thus within the tradition of a historicist political history that in Germany has been replaced by social history in the 1970's. In comparison, the U.S. school history focused on the tension between the progression and regression of school reforms. We are sure that there are more paradigms of school histories, and it will be a major aim of the journal to identify them as academic-cultural or national modes of understanding history and designing the future. The mutual realization of different cultural modes of doing history of education, or even schooling, will enhance the quality of the histories.

To ensure the high quality of the journal, the journal will continue to use a peer review process (for articles; contributions to the "Debates" section are not peer reviewed) with at least two peer reviewers. We welcome you to this inaugural issue and are pleased to count you among our returning or new readership.

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