



Introduction

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*T*he monothematic issue of *Pedagogika*, Historical Reflection of Education and Its Significance in (Not Only) Teacher Education, tackles several questions and problematic areas at a time.

History of Education has been integral part of educational science structure as one of the constitutive disciplines. At least that is how this sub-discipline was perceived in the Central-European educational discourse in the era of constitution of educational science as a scientific discipline at the end of the 19th century, when it was thus defined, confirmed and later developed consistently in the 20th century. In the past dispute over the concept of education as a scientific discipline, the Central-European discourse was mostly dominated by the concept of educational science based on speculative axioms of teaching and learning rather than by the concept of analyses of educational processes, structures and behaviours as part of social reality. As a result, History of Education was established as a discipline making the case for the stability of the “educational science system” rather than providing historical reflection and analysis of social phenomena. Moreover, establishing educational science as a scientific discipline took place as part of strongly nationalised discourse; therefore both the perception and national interpretation of the history of educational professional thinking were strongly influenced by this “national reading”.

The first two papers (by Marc Depaepe, and Daniel Tröhler) concentrate on the position and role of History of Education in the last third of the 19th and the first half of the 20th century, with particular focus on the anchoring of the discipline in the second half of the 20th century. These papers provide brilliant analytical insights into the goals of educational historical reflection in the current educational discourse; they even discuss the possibilities of further development as well as the future roles of the discipline. Having said that, the authors do not leave aside the methodological context of the so-called new



cultural historian of education which stems from critical hermeneutics. The authors seek answers to the following questions: What topics and research areas have been opened up in the cultural- and social-science foundation of History of Education? What research methods are used, combined and preferred; and what does it mean for further possible direction of History of Education?

Another content area of the monothematic issue focuses on History of Education in teacher education. History of Education has become an integral part of teacher education and subject-matter didactics for pedagogues for a very long period of time. In the first half of the 20th century, numerous review papers as well as History of Education textbooks were published, which indicated the validation and consolidation of not only certain content (canon), but also the concept and significance of the discipline in that particular period in time, which was often based on a normative approach to selected personas and ideas of the history of education. Three studies altogether pursue that group of questions. Jürgen Oelkers's paper illustrates the functional role History of Education plays in teacher education on the particular example of German discourse, while the other two papers concentrate on teacher seminars in either specific Swiss cantons (Andreas Hoffmann-Ocon, Norbert Grube, and Andrea De Vincenti) or in the Czech lands within the Habsburg Empire as well as, later on, in the independent Czechoslovakia (Tomáš Kasper).

The last area covered thematically in this issue of *Pedagogika* outlines the shift in pedagogical thinking and History of Education under the pressure of totalitarian social regimes and, respectively, in the context of non-free science. Totalitarian regimes in the first half of the 20th century demanded Educational Science as well as History of Education to justify their ideologies. As a result, narratives reinforcing the theoretical backgrounds and foundations of the totalitarian regimes were constructed (more or less openly) in History of Education. This practice also transpired after 1945 when European educational discourse was divided artificially into two separate mental frameworks. Social science disciplines in the Central-European and Eastern-European totalitarian regimes were subject to strict ideologizing and instrumentalisation. History of Education was here subject to great pressure of Marxist-Leninist interpretation. Consequently, educational theory (more than practice) supported the political and power interests of the "new scientific elites" of that time rather than open reflection of educational phenomena.

The presented problems are addressed by two papers. The first one (by András Neméth and Imre Garai) examines the shift and functionalisation of educational science in the Stalinist era in Hungary, while the other one focuses on similar issues in the context of the development of the educational discipline, particularly in the Slovak State in the 1940s (Blanka Kudláčová).

As a matter of fact, this issue of *Pedagogika* aims at several crucial areas of the current educational and historical discourse. The papers presented here do not only offer the systematic theoretical outline of the previous development of History of Education as a discipline, but they also provide the analytical perspective which can be utilised further in order to engage in tackle the future pedagogical discourse as well as the context of teacher education.