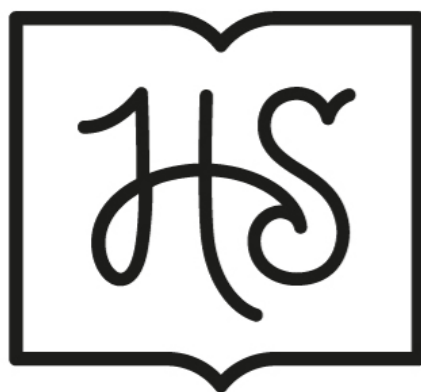


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## REPORT:

Educational reforms as topic of the history of education.

*Conference of the Section of historical educational research of the German Educational Research Association (GERA) in Vienna, September 17-19, 2015*

Wilfried GÖTLICHER<sup>a</sup>

<sup>a</sup> Institut für Bildungswissenschaft der Universität Wien, Wien, Austria

“Everything has been said before, but since nobody listens, we have to keep going back and begin again”. This statement by André Gide is quoted by Larry Cuban in his article “Reforming Again, Again, and Again”, published in 1990, in which Cuban deals with the permanent repetition of educational reforms in the American history of education.<sup>1</sup> Still twenty-five years later, Gide’s quotation seems appropriate to describe the public discourse about educational reforms and the situation of the history of education quite aptly. Educational reforms are forcefully required in the public discourse, either with regard to perceived social deficits or after the detection of real or alleged weaknesses of the education system. Reforms, which are planned or realized *up-to-date*, are an issue of day-to-day political discussions. *Past* educational reforms belong to the key objects of research in the history of education. So it could be expected that expertise from the field of history of education is much in demand with regard to educational reforms. This is, however, not the case: In *public debates* about educational reforms, the history of education appears, if at all, either in terms of a history of decline regarding the good old days, or the perceived grievances in the education system are described as relicts from the past, which have to be overcome. The actual history of former educational reforms is not a topic in these debates. The same applies to the *scientific discourse*: Compared to the interpretation offers from empirical educational research, educational psychology and brain research, the knowledge of the history of education is playing only a marginal role.

This was the starting point to raise the question what historians of education *do* know about educational reforms and how they could possibly contribute to current reform debates. The Section of Historical Educational Research of GERA dedicated this year’s conference to the discussion of this question. On September 17, a day when southerly winds once more brought back this summer’s heat to the city of Vienna, 133 participants met at the Vienna University’s

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<sup>1</sup>Larry Cuban, "Reforming Again, Again, and Again," *Educational Researcher* 19, no. 1 (1990): 3.

campus to bring together and discuss their knowledge about educational reforms. Participants and contributors came not only from the German speaking countries, but also from neighbouring European countries (e.g. Czech Republic, Hungary, Belgium, and Italy) and even from India.

Likewise, the programme of the conference aimed to offer a broad view on historical educational reforms, in terms of time, space and fields of educational reforms considered. Presentations dealt with educational reforms from Canada to Congo, from the Age of Reformation to the 21<sup>st</sup> century, from classroom to Jewish Kibbutzim. One speciality of the programme was that keynote speakers from different fields of educational research (not necessarily with a historical focus) were invited to give an input from their perspective on educational history.

*Gerhard Kluchert* (Berlin) opened the series of contributions with his talk on the complicated relationship between educational reforms and educational history. Keynotes were given by *Stefan Hopmann* (Wien) on Educational reform discourses, *Martin Heinrich* (Bielefeld) on Educational reforms and politics from a governance analysis perspective, *Heiner Ullrich* (Mainz) on the Input of private reform schools for public educational reforms, *Jan Hendrik Olbertz* (Berlin) on Universities' autonomy in course of time, and *Sibylle Rahm* (Bamberg) on Theory of school development and history of school reforms. Panels were arranged according to the five main topics *Educational reforms as policy agenda*, *School reforms*, *University reforms*, *Educational reforms in other fields (e.g. adult education, social education, educational reform as life reform)*, *Educational reform discourses (and their relationship with the actual history of educational reforms)*. The complete conference programme can be viewed

at [https://bildungswissenschaft.univie.ac.at/fileadmin/user\\_upload/inst\\_bildungswissenschaft/Tagungen/Programm\\_Bildungsreform\\_final.pdf](https://bildungswissenschaft.univie.ac.at/fileadmin/user_upload/inst_bildungswissenschaft/Tagungen/Programm_Bildungsreform_final.pdf).

It is not possible here, to draw a balance on the conference's outcome. So you will need a little bit of patience to wait for the upcoming anthology where you will find at least a sample of the conference papers.

Of course, a conference does not only consist of rigorous scientific programme but also of networking during conference breaks and – hopefully – at least of some hours to enjoy the host city, but it is not up to the author of these lines (who was the organizer of the conference) to judge on these aspects. He only can thank the participants, for it is not only programme and organization, it is even more the enthusiasm of the participants that makes a successful conference.