

## **Jahrbuch für Historische Bildungsforschung 31 (2025): Change and Intricacies of Educational Inequalities, Educational Institutions and Society in the Long 20th Century**

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### **Call for abstracts for the thematic section and Call for articles for the general section of the Jahrbuch für Historische Bildungsforschung/Yearbook for the History of Education, vol. 31 (2025)**

The Jahrbuch für Historische Bildungsforschung (JHB) comprises a thematic section (A) that focuses on a defined topic and also a general section (B) for non-thematic papers on historical issues, as well as a source with commentary/interpretation. A call for abstracts will be issued for the thematic section (A) and a call for articles for the general part (B).

The 2025 edition of JHB will be published simultaneously as an electronic open access format (<https://jb-historische-bildungsforschung.de>) and as a print version. The electronic version enables the dynamic integration of media content (as well as images and video, audio content can also be included). Contributions that present such media content are particularly welcome.

#### **A) Thematic section: Change and Intricacies of Educational Inequalities, Educational Institutions and Society in the Long 20<sup>th</sup> Century**

Widely read, contemporary auto-socio-biographical texts have not only focused on social advancement and the associated feelings of shame and alienation on an individual level, they have also emphasised the role of educational institutions in the reproduction of educational social inequalities. Individual biographies serve to illustrate that the education system as a whole, as well as individual institutions, express hierarchies in society and the unequal distribution of resources. They also demonstrate how educational institutions actually generate social differences with the help of different practices that reward certain lifestyles and habitus while disqualifying others.<sup>1</sup>

By setting educational experiences in the context of everyday life, looking at the interrelationship between background and school, and focusing on recent processes of social change such as the devaluing of educational titles, this “class literature” offers new perspectives on a genuine topic in the history of education. At the same time, it challenges us to historicize the (re)production of inequality via education. Taking this as a point of interest, the thematic section examines the change in the socially selective character of educational institutions and the mechanisms of reproduction, legitimization and transformation of social inequality that become effective within them, as well as contemporary educational policy and the pedagogical problematisation of educational inequalities in the long 20<sup>th</sup> century. A focus is placed on educational institutions for children and adolescents – especially schools but also institutions of early childhood and vocational education. These are regarded as places that represent the dominant society and places where educational titles are awarded. In

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<sup>1</sup> In addition to the well-received autobiographies by Didier Eribon and Annie Ernaux, see the literary adaptations of school experiences in the 1990s and 2000s: Christian Baron: *Ein Mann seiner Klasse*, Berlin 2020; Deniz Ohde: *Streulicht*, Berlin 2020; Angela Lehner: 2001, Berlin 2021.

many cases, these institutions were characterised by explicit or implicit ideas of normality. Likewise, the editors wish to understand educational institutions in their interdependence with other places and instances of growing up.

At the beginning of the suggested period of investigation, the late 19th century, full-scale schooling, an expansion of secondary schools and the role of schools as qualifiers for entering an academic career meant an increase in the importance of education for social mobility or maintenance of social status. The end of the period under investigation marks the resurgence of the problematising of educational inequalities in the wake of the first PISA survey.

Since the late 19th century, a criticism of the unequally distributed chances for participation in education experienced by different social groups had emerged. Corresponding political initiatives and highly disparate national, regional, social and gender-specific expectations of and experiences with different educational institutions shall be compared to each other and their consequences shall be outlined, including an investigation of the turning point which researchers have described for the 1960s. Paying attention to a devaluation of educational titles following educational expansion, attributed fears of social decline and an intensification of educational claims to early childhood would mark expansions in the field of history of education, which has so far focused on social rise in terms of further education. We also welcome contributions that focus on perceptions, reflections and debates on social inequality in the emerging education system that predate this proposed period.

According to the framework outlined above, we are particularly interested in proposals for contributions from the following directions

1. Contributions that further approaches to *history of knowledge*, which have historicized categories of inequality for the educational reform era - and which have described different attention cycles and ambivalent consequences of the scandalisation of educational inequalities. We would welcome contributions that take a global, transnational or comparative approach and/or those that deal with the early 20th century or recent contemporary history. For example, the contributions might address the question of which inequalities in access to education were discussed by whom and in which way, which were covered up and to what extent pedagogical problem-setting actually created new differences. The role played by international organisations deserves just as much attention as the question of the extent to which changed knowledge about educational inequalities actually became a guiding principle for action, e.g. in teacher training and school practices.

2. Contributions to an examination of educational inequalities from the *perspective of social history and history of everyday life*, which are grounded in the positioning of educational institutions in concrete social spheres and life-worlds. We are interested in changes in infrastructure and the accessibility of educational institutions, e.g. through the expansion processes of early childhood education, the decentralisation of institutions of further education and increasing mobility as a result of motorization, public transport and implementation of school bus services. From a historical perspective, with regard to the topic of educational inequalities, little attention has so far been paid to changes in daily living environments, such as the transformation of rural life, urban segregation or migration phenomena, all of which affected the composition of educational institutions and their educational remit.

3. Contributions focusing on *groups of actors such as families, peer groups and clubs*, which educational scientists have described as places of education and that are important influencers of educational pathways and educational institutions. They are likewise important from the perspective of historical research on socialisation. Parents' educational ambitions that are milieus-specific, e.g. en-

rolment in early childhood education or extracurricular activities, could be treated, as could the adolescent experience of being a foreigner at school and youth-cultural compensation. The questions of how leisure activities have been influenced by a hierarchical education system and how certain educational practices undertaken in students' leisure time have been honoured by the school are also of interest.

4. Contributions focusing on *the perspectives of those affected by educational inequalities* – especially marginalised children, adolescents and families – are of particular interest. We are particularly calling for contributions that shed light on which opportunities for education and participation were or were not available to children with an immigrant, a question that has thus far been largely neglected by educational historians. From this perspective, it seems worthwhile to inspect school and educational practices and their contributions to the creation, concealment or reduction of educational inequalities.

Please email your abstract and a short CV to the editors by 30 June 2024. The total length should not exceed 300 words.

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Invitations to contribute will then be sent to the selected authors by the end of July. The deadline for papers will be 15 November 2024. The reviewing and revision process will be completed in February 2025. The volume will be published in summer of 2025.

## **B) General contributions and sources**

For the general section, contributions can be submitted until 15 November 2024. All historical topics are welcome. Contributions relating to the period before the 18th century are particularly welcome. In addition, if possible, one prominent source should be published each year and interpreted in its context.

Guidelines for manuscript design can be found at: <https://www.jb-historische-bildungsforschung.de/editorial/guidelines-en.xml>

Please send your paper or your source proposal by e-mail to:

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