



HERNÁNDEZ HUERTA, J. L., CAGNOLATI, A., & DIESTRO FERNÁNDEZ, A. (Eds.), *Connecting History of Education. Scientific Journals as International Tools for a Global World*, Salamanca, Fahrenheit, 2015, pp. 212

The thrive towards internationalization and standardized best practices has invested the journals of human sciences all over the world. The need to be indexed, the necessity of a rigorous process of peer review, the possibility to publish as open source, the establishment of ministerial rankings: all these rapid changes have been endured, accepted or anticipated by journals of human sciences, among which those of history of education are no exception. Nowadays young researchers are stimulated to publish abroad as soon as

possible: what used to be the final aim of long years of researches has now become a precondition for an academic career, or at least a very good card. On the other hand, publishing abroad is not so easy, for various reasons. It has been proved that many journal tend to prefer authors belonging to the same linguistic/cultural area of the journal or of its board. A foreign journal is not necessarily an international one.

Single researchers as well as journal executive boards have to face these challenges.

In 2014 the Italian Society of Education (SIPED) has published the acts of a congress dedicated to «Pedagogical Journals and quality of the research on its Journal». In 2015 the first issue of *History of Education & Children's Literature* dedicated a monographic section, with eight essays, to «The role of scientific journals in the development and internationalization of historical-educational research». Antonella Cagnolati has organized a panel about «Institutions of the Fields: Discussing scientific journals on History of Education» in the ISCHE Standing Work Group «Mapping the Discipline History of Education», which was presented in the 37 ISCHE Congress held in Istanbul, 24-27 June 2015 (discussant Eckhardt Fuchs). Six journals were presented in front of a crowded lecture hall. Cagnolati and Hernández Huerta, directors of the *Journal Espacio, Tiempo y Educación*, have decided to carry on the debate and help the cooperation by providing a tool on educational history magazines.

Hernández Huerta, Cagnolati and Diestro Fernández have therefore decided to submit some relevant questions to the directors of many journals of history of education and have published their answers, hence providing the readers with a precious tool of knowledge and comparison. The book presents twenty-six journals of various parts of the world (Australia, Brazil, Canada, Chile, Colombia, France, Greece, Hungary, Italy, Mexico, Spain, Sweden, United Kingdom, United States, Venezuela) through the descriptions provided by the directors or vice-directors or editors. One can find old prestigious Journals, like *Histoire de l'Éducation*, *History of Education*, *History of Education Quarterly*, *Paedagogica Historica* as well as recently founded journals. A list of other twenty scientific journals (Argentina, Brazil, Canada, Colombia, Czech Republic, Croatia, France, Germany, Italy, Spain, USA, United Kingdom) is moreover published at the end of the book.

The book is indeed a useful tool, that is recommended to all researchers. It shows trends and strategies, good practices and cultural choices. It is rather striking though, to see a great gap in the space every author chose to dedicate to his/her answer. If the average number of pages is nearly 7, there are 3 journals covered by 3 pages and one by only 2, whereas others provide up to 10 and 11 pages, and *History of Education & Children's Literature* reaches 17.

The questions addressed by the three editors (but not always fully answered) are many. The reader can thus get a wide

perspective on the current changes and policies of many journals. The articles are written in English, French, Spanish, Italian and Portuguese: a choice that may not help the readers who do not master all these languages.

One can find a brief history of the journal, a description of it and of the structure of the editorial team and of the journal policies. The organizational changes that often occur, in the rapid process of professionalization of the editors are interesting. Pages are dedicated to the project and the aims of the journal, as well as to the main topics (sometimes with charts and quantitative analysis, too). The languages of the articles and the nationality of authors are also often taken into account. A key question concerns editorial strategies and management. The transition from the old «human» process to highly automatized systems like Scholar-One is a core theme, as well as financial support and fundraising questions. The strategies for indexing the journal in both national and international catalogues and databases are obviously a relevant question, but quite a few journals are still struggling. The cataloguing data show the trend, from printed text to open access forms. The influx of social networks is also a theme sometimes addressed and questioned.

Indexes and evaluation questions, pressure from ministerial policy, research funding and ranking systems are central problems. The role of the director and of the editors in the evaluation system are also critical, since same validation systems that convert scientific articles into credits

do not acknowledge editing a scientific journal as being a scientific work, thus reducing the incentives for researchers to get involved in the editorial process.

Future perspectives depends on how the editors intend to answer to these challenges.

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