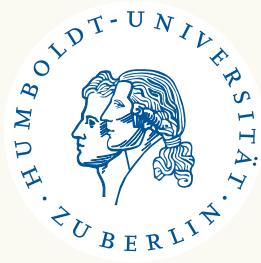


education and nature

# ISCHE 40

Berlin, 29.08.– 01.09.2018



## Program



Vespertilio Spectrum  
Krieger

## ISCHE 40 SCHEDULE OVERVIEW

Unless otherwise noted all ISCHE 40 events will take place at Humboldt-Universität zu Berlin's Seminar Building (Dorotheenstraße 24, 10117 Berlin - DOR24).

### TUESDAY August 28

Pre-Conference Workshop: Funding Mass Education (DOR24, Room 1.103)  
 Pre-Conference Workshop: Visual History of Education (Research Library for the History of Education (BBF), Warschauer Straße 34-38, 10243 Berlin)  
 Pre-Conference Workshop: Shifting the Frame on 'Femininity' (DOR24, Room 1.102)  
 Pre-Conference Academic Excursion: "Textbooks as Historical Source: Research Trends, Methods, Infrastructures" (Georg Eckert Institute for International Textbook Research, Braunschweig)

### WEDNESDAY August 29

2:00-3:30 Parallel Sessions (1)  
 3:30-4:00 Coffee Break  
 4:00-5:00 Conference Opening Ceremony  
 5:00-6:00 Keynote Address  
 6:30-8:30 Opening Reception (Humboldt-Universität zu Berlin, Main Building, Archaischer Saal, Room 3094)

### THURSDAY August 30

9:00-10:30 Parallel Sessions (2) | 9:00-10:30 Tour of BBF and Archive  
 10:30-11:00 Coffee Break  
 11:00-12:30 Parallel Sessions (3)  
 11:00-1:00 Parallel Sessions (long) (4)  
 12:30-2:00 Lunch | ECR Lunch  
 2:00-3:30 Parallel Sessions (5) | 2:00-3:30 Walking Tour "History of Education"  
 3:30-4:00 Coffee Break  
 4:00-5:30 Parallel Sessions (6)  
 5:30-6:30 Keynote Address  
 7:00 ECR Night Out at "Dada Falafel"

### FRIDAY August 31

9:00-10:30 Parallel Sessions (7) | 9:00-10:00 Tour of University Library | 9:00-10:30 Walking Tour "History of Education"  
 10:30-11:00 Coffee Break  
 11:00-12:30 Parallel Sessions (8) | ECR Round Table 'Publishing in Journals' | Tour of University Campus  
 11:00-1:00 Parallel Sessions (long) (9)  
 12:30-2:00 Lunch  
 1:00-2:00 Tertulia  
 2:00-3:00 Keynote Address  
 3:15-4:45 General Assembly Meeting  
 5:00-6:30 Parallel Sessions (10)  
 7:00 Banquet Dinner at "Clärchen's Ballhaus"

### SATURDAY September 1

9:00-10:30 Parallel Sessions (11)  
 10:30-11:00 Coffee Break  
 11:00-12:00 Keynote Address  
 12:00-1:00 Closing Ceremony  
 1:00-2:30 Lunch  
 Boat Tour

## GREETINGS FROM THE PRESIDENT OF ISCHE

Once again I have the pleasure of welcoming you to an ISCHE conference, my last as President. This is a special year for us as we are celebrating the 40th anniversary of our existence as a professional organization bringing together specialists in the history of education from around the world. This year we will be honoring four distinguished members of ISCHE in the General Assembly: Jeroen Dekker, Marc Depaepe, Joyce Goodman, and Frank Simon. Please join us for that event which takes place on Friday, August 31 between 3:15 and 4:45. I also encourage you to attend the EC's "Tertulia," or public debate session, which we inaugurated in Buenos Aires in 2017. The theme for this session will be: "Nature, Nurture and Neuroscience: future directions in the history of education?"

The local organizers have done a wonderful job preparing this conference on the relations between Nature and Education, and on organizing a program that allows us to get a taste of Berlin as well. Many ISCHE members continue to be actively involved in our standing working groups, which are presenting a record number of panels this year. It's also encouraging to see that three pre-conference workshops are being organized on contemporary theoretical or political issues. Like last year, we were able partially to support eight early career scholars to attend the conference through the Early Career Scholar Travel Fund.

Within the EC, we are pleased to announce the creation of an on-line database of previous conference abstracts, which will be presented at the General Assembly. Once again the First Book Award Committee did a fine job reading books submitted by members. I would like particularly to congratulate the winner of the 2018 ISCHE's First Book Award: Jon Shelton (2017). Teacher Strike. Public Education and the Making of a New American Political Order. Chicago, Illinois USA: University of Illinois Press. Congratulations as well to Sophie Rudolph for her paper "To 'Uplift the Aborigine' or to 'Uphold' Aboriginal Dignity and Pride? Indigenous Educational Debates in 1960s Australia," which won the early career paper award for best presentation at the conference in Buenos Aires.

Enjoy perusing the program, attending the panels, discovering the city and discovering Berlinese specialties, such as the curry wurst! I certainly hope I will get the chance to speak with many of you during the conference and wish all of you a merveilleux, maravilloso, marvelous, wunderbar conference experience!

Rebecca Rogers  
ISCHE President

## GREETINGS FROM THE LOCAL ORGANIZERS

Dear participants of ISCHE 40,

On behalf of the Local Organizing Committee in Berlin, we warmly welcome you to the 40th ISCHE Conference "Nature and Education". Humboldt-Universität zu Berlin, the Georg-Eckert-Institute for International Textbook Research in Braunschweig and the International Research Library for History of Education (BBF/DIPF) in Berlin have collaborated in order to offer all participants, as we hope, an exciting academic meeting. Scholars from all over the world will discuss in the heat of late August about nature as a significant concept for thinking about education, human development and educational institutions. The last ISCHE conferences fruitfully focused on power, war and peace, culture, the body, and emancipation. This year, nature is in the spotlight of our discussion. The Local Organizing Committee proposed to focus on current research in the field of the history of education which questions the relation between nature and educational practices and ideas. Certainly, "nature" is an evergreen leitmotiv in the field of education and schooling. It hints at one of the oldest notions shaping education. Yet the Local Organizing Committee proposed this theme for additional analytical, historiographical and contextual reasons.

Controversies over the purported 'nature' of children and youth were and are still a major force in shaping educational ideas and practices. However, these constructions of nature, always negotiated and imposed over the course of history, are not the only reason for dedicating this year's ISCHE conference to this theme. The impact of enhanced and sophisticated forms of research in the natural sciences – above all neurosciences, but also the question of heredity and genetic dispositions – are straddling the old fronts of determinism against plasticity, destiny against planned melioration, or even the pure male against the pure female. Yet nature shapes education and global challenges in other ways as well. The strongest global challenge of our time is probably not free trade, social justice or even the fundamental peaceful coexistence and cooperation of cultures, nations, and religions, but the transformation of all these and other aspects in order not to spoil our common natural basis of existence. Ecological thinking and doing is strongly advancing as a distinct educational task. It is being embraced in a more radical way by new generations of earthlings. Last but not least, many disciplines in the humanities and the social sciences have realized these transformations and have advanced theories and research that intends to cast social and cultural analysis not only on 'society' or 'culture'. Spatial and material turns as well the extension of actorhood (if not agency, reserved to humans) to objects and animals are only some cases of the impact of current environmental challenges and diagnoses on theorizing and research. Who would dare today to neglect plastic as an agent in the modern world, a non-human agent? Particularly in the setting of revolutionized communication and the breakthrough of digitalization, issues related to the purported nature of girls and boys, children and youth have regained additional strength. Are new media directly reinforcing natural curiosity and openness, or are they reshaping the very nature of learning and childhood through cultural transformation?

Our venue at Humboldt-Universität zu Berlin represents the overlapping questions of nature and education in a very particular way. Humboldt-Universität zu Berlin was established during the short tenure of Wilhelm von Humboldt as Prussian minister of education in 1809. It is christened after him and his brother Wilhelm and Alexander von Humboldt, both pioneer researchers in their fields. Whereas Wilhelm von Humboldt coined the multifaceted concept of Bildung in his writings of philosophy, linguistic, and politics, his brother advanced critical research for understanding natural processes and their environmental basis. In their work – and in their opposition as well – they epitomize the links between nature and education in a very modern and productive way.

We hope that this meeting will engage attendees in major issues of this field of controversies and research. We hope that carefully-crafted analyses will attract your curiosity and your critical assessment. From the challenges faced by agricultural schools to the presence of animals – real and imagined – in classrooms, the program of this ISCHE conference offers a wide range of topics and problems worth of discussion and exchange. With its theme 'nature', this conference invites reflections and input from scholars working in fields as disparate as history of education, history of knowledge and science, intellectual history as well as media history and environmental history. And we hope as well that you will enjoy the wonderful city of Berlin in the summer time. It is a place with large green areas where foxes are spotted in the streets and boars roam through the city trains at night. In this case, the experience of a scholarly meaningful meeting would be combined with unusual urban experiences. And, as we know, for such a theme like nature not only scholarship is central, but also enjoyment and direct experience.

We wish you all a perfect time at ISCHE 40 in Berlin!

For the Local Organizing Committee

Marcelo Caruso (Humboldt-Universität zu Berlin, Berlin)

Eckhardt Fuchs (Georg-Eckert-Institute, Braunschweig)

Sabine Reh (Research Library for the History of Education, BBF/DIPF, Berlin)

## KEY INFORMATION

The conference registration opens on Tuesday, August 28<sup>th</sup> at 8:00 am for the pre-conference workshops. The general registration opens on Wednesday, August 29<sup>th</sup> at 11:00 am.

### Emergency

In case of an emergency, you can contact the police by dialing 110 or the fire department by dialing 112.

### WiFi

For each participant we have an individual wifi login code that you can receive at the registration desk. If you have an Eduroam account you will automatically be logged into the network and can use this as well.

### Printing

Around the corner in the Georgenstraße 190, you can find the Sprintout copy shop (see map). Opening hours are Monday-Friday from 9:00 am-9:00 pm, Saturday 10:00 am-4:00 pm. The copy shop is closed on Sundays.

### Lunch

On Thursday and Friday lunch will be held in the Mensa Süd, in Humboldt-Universität zu Berlin's Main Building (Unter den Linden 6, 10099 Berlin; see map).

Please use the lunch vouchers that you received upon registration. The voucher entails a main course dish with side dishes (e.g. vegetables and rice/potatoes). You may also take a small salad from the salad bar or a dessert. Lunch is accompanied by a non-alcoholic beverage of your choice.

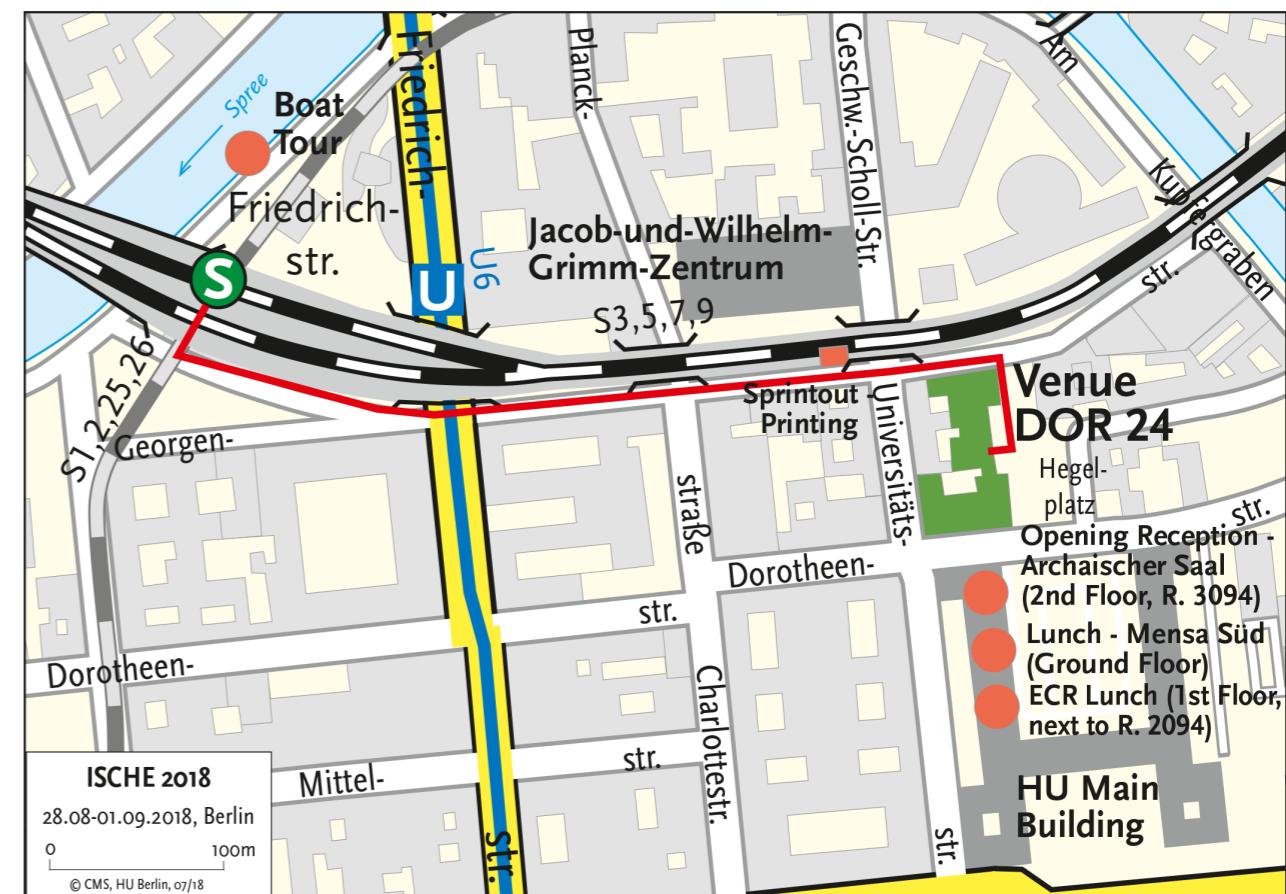
Lunch on Saturday will be served in the foyer of the Seminar Building DOR24.

### Opening Reception

The Opening Reception on Wednesday will be held from 6:30-8:30 pm in the Archaischer Saal in Humboldt-Universität zu Berlin's Main Building (Unter den Linden 6, 10099 Berlin; see map). You can find the Archaischer Saal on the 2nd floor (Room 3094).

### Banquet Dinner - "Clärchens Ballhaus"

On Friday evening the Banquet Dinner will be held at "Clärchens Ballhaus" (Auguststraße 24, 10117 Berlin), one of Berlin's oldest ballrooms. The restaurant is about a 15 minute walk from the Seminar Building (see map on next page).



## TOURS

### TUESDAY August 28

Pre-Conference Academic Tour “Textbooks as Historical Source: Research Trends, Methods, Infrastructures”  
(Georg Eckert Institute for International Textbook Research (GEI))

### THURSDAY August 30

9:00 - 10:30 Tour of Research Library for the History of Education (BBF) (meeting point in front of the library's main entrance on Warschauer Straße 34, 10243 Berlin - S&U-train station “Warschauer Straße“)  
2:00 - 3:30 Walking Tour “History of Education in Berlin“ (meeting point in front of the Seminar Building, DOR24)

### FRIDAY August 31

9:00 – 10:30 Walking Tour “History of Education in Berlin“ (meeting point in front of the Seminar Building, DOR24)  
9:00 - 10:00 Tour of Humboldt-Universität zu Berlin's Library (meeting point at the main entrance of the University Library “Jacob-und-Wilhelm-Grimm-Zentrum”, Geschwister-Scholl-Straße 1-3, 10117 Berlin; see map)  
11:00 - 12:30 Tour of Humboldt-Universität zu Berlin's Main Campus (meeting point in the lobby of Humboldt-Universität zu Berlin's Main Building, Unter den Linden 6, 10099 Berlin; see map)

### SATURDAY September 1

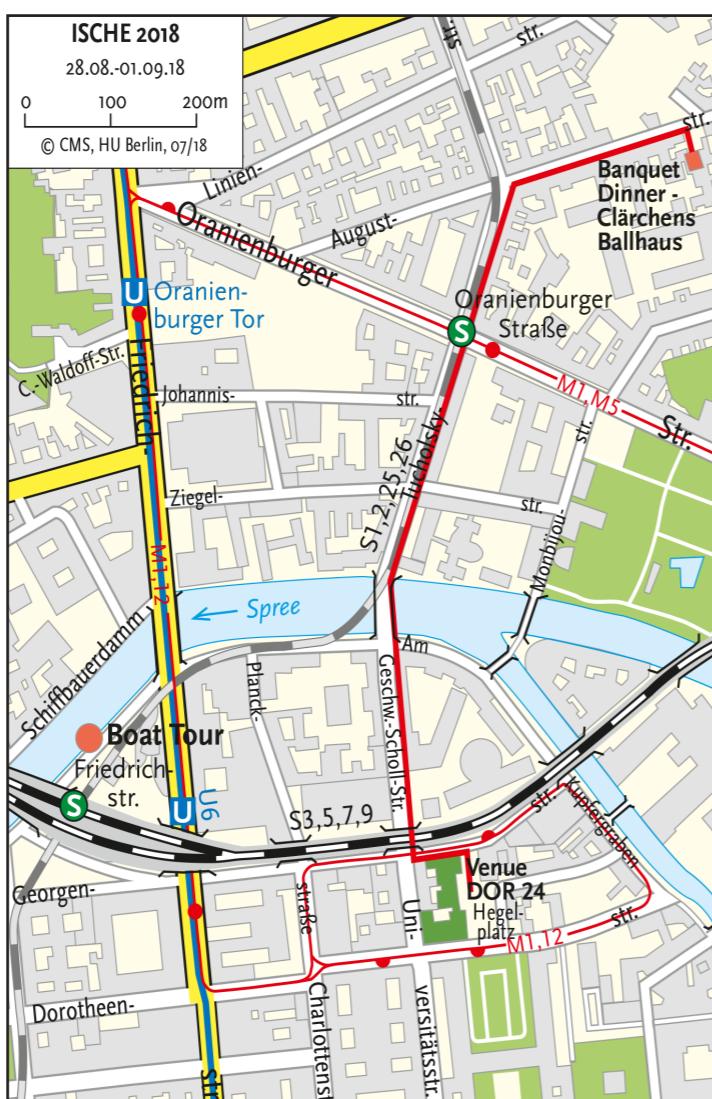
Boat Tour “Historic City Cruise“ 15:30 | 16:15 | 17:00

The boats will depart from Reichstagufer 18 (in front of the Palace of Tears, near Friedrichstraße train station).

The company name is “Reederei Bruno Winkler”. Please show your booking voucher to board the ship.

If you have not already reserved and bought a ticket and would like to, depending on availability, you can buy a ticket directly on-site – tickets are 15 Euros per person.

### Banquet Dinner - “Clärchens Ballhaus“



## EARLY CAREER RESEARCHER EVENTS

ISCHE 40 will feature several events for students, postgraduates and early career researchers.

Inês Félix (ines.felix@umu.se), who serves as Student Representative on the ISCHE Executive Committee, and Daniel Töpper (daniel.toepper.1@hu-berlin.de), the local ECR-representative, are coordinating special events at the ISCHE 40 conference.

On **THURSDAY, August 30 from 12:30-2:00pm**, we will be hosting an **Early Career Researchers Lunch**, which is a chance to meet other students and recent doctoral graduates who are just entering the field. A buffet lunch will be available in the lounge area in front of room 2094, on the 1<sup>st</sup> floor of Humboldt-Universität zu Berlin's Main Building (Unter den Linden 6, 10099 Berlin). The lunch will also provide an opportunity to meet with members of the ISCHE Executive Committee to both learn more about ISCHE and to provide feedback and input.

In the evening of **THURSDAY, August 30** you can join the **Early Career Researchers Night Out** which starts at **7:00 pm** at the restaurant “Dada Falafel” (Linienstraße 132, 10115 Berlin). The dinner will give you the chance to meet fellow students and early career researchers and exchange thoughts and experiences.

The ISCHE 40 conference features a special highlighted panel on **FRIDAY, August 31 from 11:00-12:30pm, Publishing in History of Education Journals** (located in room 1.101). At this session the editors of “Paedagogica Historica: International Journal of the History of Education” (Ian Grosvenor), “History of Education” (Susannah Wright), “Revista Historia y Memoria de la Educación” (Antonio Francisco Canales Serrano), “History of Education Quarterly” (Nancy Beadie) and the “Nordic Journal of Educational History” (Johannes Westberg) will offer advice and guidance on publishing in journals.

## ACCESSIBILITY

The International Standing Conference for the History of Education (ISCHE) and the ISCHE 40 Conference Convenors are committed to offering an accessible environment for all. The ISCHE 40 Conference Accessibility Policies and Procedures are as follows:

### General Accommodations for ISCHE 40

All ISCHE 2018 events will be held in wheelchair accessible areas. However, in order to attend to individual needs, we kindly ask you to contact Prof. Vera Moser (vera.moser@hu-berlin.de). Ms. Moser is the ISCHE 2018 Accessibility Contact Person who will help manage all accommodations and communication for individual needs.

### Family Room

Upon request ISCHE will provide a private family room for nursing mothers and/or a playroom in any of the ISCHE locations. If you require use of this room, please notify the Local Organizing Committee at [ische2018@ische.org](mailto:ische2018@ische.org).

### Mobility Assistance

ISCHE 2018 events will be held in two different locations, both of which are (wheelchair) accessible. The principal conference venue where registration, all panels, the book exhibit and all related meetings will take place is located in the Seminar Building on Hegelplatz, Dorotheenstraße 24, 10117 Berlin. All rooms are (wheelchair) accessible, however Fritz-Reuter-Saal (Room 2.301) does not have designated space for wheelchairs.

The conference welcome reception and lunches will take place at Humboldt-Universität zu Berlin's Main Building (Hauptgebäude), Unter den Linden 6, 10099 Berlin (300m/330yd away from the main conference venue). Here the entranceway is paved with cobble stones.

### Gender-Inclusive Restroom Facilities

There are no specified gender-inclusive restroom facilities at Humboldt-Universität zu Berlin. However, each floor at Dorotheenstraße 24 has gender-neutral wheelchair accessible restrooms. These restroom facilities will be available for use by all and may also function as a family restroom.

### Presentation Suggestions

As you prepare your ISCHE presentation, we ask you to bear in mind the diversity of our membership and your audience. ISCHE spans many disciplines, nationalities, languages, cultural communities, and learning styles. ISCHE strongly encourages participants to abide by the principles of accessibility in academic presentations which often have unintended benefits for everyone.

All presentation rooms will be equipped with a laptop and projector. Please bring your presentation on a USB flash drive and give it to the panel chair at the beginning of the session to avoid delay.

## LOCAL ORGANIZING COMMITTEE

Cristina Alarcón, Humboldt-Universität zu Berlin  
 Britta Behm, Martin-Luther-University Halle-Wittenberg  
 Marcelo Caruso, Humboldt-Universität zu Berlin  
 Eckhardt Fuchs, Georg-Eckert-Institut  
 Jona Garz, Humboldt-Universität zu Berlin  
 Zoe Ingram, Humboldt-Universität zu Berlin  
 Fanny Isensee, Humboldt-Universität zu Berlin  
 Thomas Koinzer, Humboldt-Universität zu Berlin  
 Vera Moser, Humboldt-Universität zu Berlin  
 Sabine Reh, Humboldt-Universität zu Berlin/Bibliothek für Bildungsgeschichtliche Forschung  
 Daniel Töpper, Humboldt-Universität zu Berlin  
 Josefine Währler, Bibliothek für Bildungsgeschichtliche Forschung/Humboldt-Universität zu Berlin  
 Jane Weiß, Humboldt-Universität zu Berlin

## SCIENTIFIC COMMITTEE

Tim Allender, University of Sydney, Australia  
 Claudia Alves, Universidade Federal Fluminense, Brazil  
 Nelleke Bakker, University of Groningen, Netherlands  
 Rosa Bruno-Jofré, Queen's University, Canada  
 Antonio Canales Serrano, Universidad de La Laguna, Spain  
 Linda Chisholm, University of Johannesburg, South Africa  
 Lucien Criblez, University of Zurich, Switzerland  
 Norberto Dallabrida, Universidad do Estado do Santa Catarina, Brazil  
 María del Mar del Pozo Andrés, University of Alcalá, Spain  
 Klaus Dittrich, The Education University of Hong Kong, Hong Kong  
 Yuval Dror, Tel Aviv University, Israel  
 Inés Dussel, DIE-CINVESTAV, Mexico  
 Joyce Goodman, University of Winchester, UK  
 Carola Groppe, Helmut Schmidt University, Germany  
 Toshiko Ito, Mie University, Japan  
 Elke Kleinau, University of Cologne, Germany  
 Till Kössler, Ruhr University Bochum, Germany  
 Jean-Luc Le Cam, Université de Bretagne Occidentale, France  
 András Németh, Eötvös Loránd University, Hungary  
 Gabriela Ossenbach, Universidad de Educación a Distancia, Spain  
 Pablo Pineau, Universidad de Buenos Aires, Argentina  
 Tiziana Pironi, Università di Bologna, Italy  
 Simonetta Polenghi, Università Cattolica del Sacro Cuore, Italy  
 Helen Proctor, University of Sydney, Australia  
 Fabio Pruneri, Università degli Studi di Sassari, Italy  
 Deirdre Raftery, University College Dublin, Ireland  
 Parimala Rao, Jawaharlal Nehru University, India  
 Kate Rousmaniere, Miami University, USA  
 Barbara Schulte, Lund University, Sweden  
 Frank Simon, Ghent University, Belgium  
 Crain Soudien, University of Cape Town, South Africa  
 Pablo Toro Blanco, Universidad Alberto Hurtado, Chile  
 Daniel Tröhler, University of Vienna, Austria  
 Angelo van Gorp, University of Koblenz-Landau, Germany  
 Diana Goncalvez Vidal, University of São Paulo, Brazil  
 Chen Wang, Beijing Normal University, China  
 Johannes Westberg, Örebro University, Sweden  
 Jun Yamana, Kyoto University, Japan

## ISCHE CELEBRATES ITS 40TH ANNIVERSARY!

It's now been forty years since a group of committed historians of education first gathered at Oxford in September 1978 in an All-European Seminar on the History of Education. This encounter spawned the creation of a Standing Committee to prepare an inaugural conference for a "European Association for the History of Education" to be held in Leuven in September 1979. The concern at the time was to bring together scholars from both sides of the Iron Curtain to exchange information about the field. This first conference was organized on the topic of "Teacher Training in Europe in the period up to 1979" highlighting a desire to address topics of contemporary relevance. Participants were expected to submit fifteen page papers in advance and the language of the conference was to be English "with the possibility, as necessary, to have German and French." Approximately fifty scholars from Europe and the United States gathered for this inaugural conference that would set the tone for the years to come. The initial statutes of the International Standing Conference for the History of Education emphasized not only the concern to promote research but also to facilitate international exchange and cooperation, as well as to encourage the development of the history of education within teaching programs and in teacher training. In addition to the annual conference an International newsletter was created to circulate information about the field.

Forty years down the road the spirit of ISCHE remains remarkably similar: the concern to bring scholars together, to address topics of relevance to contemporary debates and to exchange information about the state of the field. Some things have changed, however. Our numbers have grown considerably, our geographic reach has become more truly international, our means of communication have become digital, we no longer require paper submissions in advance, and our working languages have expanded to include Spanish. ISCHE is no longer a youngster but an energetic adult thinking about ways to maintain its relevance to the community, to diversify its membership and to continue to promote the history of education in a very different climate than that of 1978, but one that presents its own significant challenges. ISCHE 40 in Berlin is a wonderful opportunity to think about the challenges we face and the way we would like to address them collectively. ISCHE 17 was also held in Berlin in 1995. It was my second ISCHE conference following my inaugural encounter with ISCHE in Prague in 1990. If I bring myself into this story it's because I want to emphasize that our association is not just about ideas and strategies for a field, it's also about the people who have travelled the world to attend our conferences. It's about the dozens of colleagues who have given their time and energy to running the association; it's about the intellectual friendships and partnerships that have sprung from these encounters. This is why the Executive Committee has decided to honor a few of the people who have made such a difference over the years, people who have accompanied ISCHE from its youthful beginnings to its contemporary maturity: Jeroen Dekker, Marc Depaepe, Joyce Goodman, Frank Simon. As ISCHE "faithfuls" they incarnate the spirit of our association, but they are not alone, and nor are they the first to receive such recognition. They join Richard Aldrich, Jurgen Herbst and Ruth Watts as honorary life members. But there are many others who have done a great deal to make ISCHE special. I hope all of you share with me a sense of pride about what has been accomplished and the desire to pursue our encounters and our conversations for many more years, in the hope that nature will not take its toll too soon on our still youthful association.

Rebecca Rogers  
ISCHE President

## KEYNOTE ADDRESSES

All keynote addresses will take place in Fritz-Reuter-Saal (Room 2.301) and will be live-streamed to Room 1.101.

**WEDNESDAY, August 29, 5:00 – 6:00** (Fritz-Reuter-Saal/Auditorium 1.101)

### NATURE VS. NURTURE. HISTORICAL PERSPECTIVES

Till Kössler (University of Bochum)

Till Kössler is full professor of History of Education at the University of Bochum (Germany). His research focus includes the history of modern Catholic pedagogy, the modernization of pedagogies, the reference to nature and naturalized concepts in educational discourses as well as the naturalization of social inequality.

**THURSDAY, August 30, 5:30 – 6:30** (Fritz-Reuter-Saal/Auditorium 1.101)

### CHALLENGING THE BIFURCATION OF NATURE: WOMEN WORKERS' EDUCATION THROUGH PROCESS PHILOSOPHY

Maria Tamboukou (University of East London)

Maria Tamboukou is Professor of Feminist Studies and works at the School of Social Sciences at the University of East London. Her research interests are in the philosophy of the social sciences, feminist theories, narrative and archival research method and neo-materialism.

**FRIDAY, August 31, 2:00 – 3:00** (Fritz-Reuter-Saal/Auditorium 1.101)

### 'SEEING THE ELEPHANT': LEARNING ABOUT NATURE IN THE NINETEENTH-CENTURY MENAGERIE

Helen Cowie (University of York)

Helen Cowie, PhD, is a senior lecturer in modern history and a member of the Centre for Eighteenth Century Studies at the University of York (United Kingdom). Her research focuses on the cultural history of science with a particular focus on the history of animals.

**SATURDAY, September 1, 11:00 – 12:00** (Fritz-Reuter-Saal/Auditorium 1.101)

### ALEXANDER VON HUMBOLDT'S INFLUENCE ON WOMEN'S GEOGRAPHY AND NATURAL HISTORY EDUCATION IN NINETEENTH-CENTURY NORTH AMERICA

Kim Tolley (Notre Dame de Namur University)

Kim Tolley is professor in the School of Education and Leadership at Notre Dame de Namur University (California, USA). Her research interests include the sociology and culture of teaching and learning in the late 18<sup>th</sup> and early 19<sup>th</sup> centuries, the history of science and schooling, and the shift from chartered academies to publicly funded systems of schooling in the United States.

## STANDING WORKING GROUPS

Standing Working Groups (SWG) are small, thematically organized research groups within ISCHE, designed to coordinate research and discussion on a set topic, guided by specific research goals, for a set period of time.

### GROWING UP IN OUT-OF-HOME CARE: HISTORIES OF CHILDREN AND YOUTHS IN FOSTER FAMILIES AND RESIDENTIAL HOMES (2017-2022)

Convenors: Joëlle Droux (University of Geneva), Véronique Czaka (University of Geneva), Jeroen J.H. Dekker (University of Groningen), Els Dumortier (Vrije Universiteit Brussel), Aurore François (Université catholique de Louvain)

ISCHE 40 Panels: 2.3, 5.1

For additional information and to become involved, please contact Joelle.Droux@unige.ch, Veronique.Czaka@unige.ch, j.j.h.dekker@rug.nl, els.dumortier@vub.ac.be, aurore.francois@uclouvain.be

### MIGRANTS, MIGRATION AND EDUCATION (2016-2021)

Convenors: Kevin Myers (GB), Paul Ramsey (US), Christian Ydesen (Denmark)

ISCHE 40 Panels: 3.6, 5.3, 7.5

For additional information and to become involved, please contact K.P.MYERS@bham.ac.uk, pramsey1@emich.edu or cy@learning.aau.dk

### REFORPRO: REFORMISM(S), PROGRESSIVISM(S), CONSERVATISM(S) IN EDUCATION: WHAT CRITICAL ARGUMENTATIONS? (2016-2021)

Convenors: A. Robert (France), F. Mole (Geneva), J. Pintassilgo (Portugal)

ISCHE 40 Panels: 5.2, 7.3, 8.3

For additional information and to become involved, please contact andre.robert@univ-lyon2.fr, fr.mole@wanadoo.fr or japintassilgo@ie.ulisboa.pt

### HISTORY OF LAIC EDUCATION: CONCEPTS, POLICIES AND PRACTICES AROUND THE WORLD (2016-2021)

Convenors: Adelina Arredondo (Mexico), Bruno Poucet (France), Felicitas Acosta (Argentina)

ISCHE 40 Panels: 2.1, 3.1, 7.1, 8.1

For additional information and to become involved, please contact adelinaarredondo@yahoo.com, bruno.poucet@u-picardie.fr or acostafelicitas@gmail.com

### OBJECTS, SENSES AND THE MATERIAL WORLD OF SCHOOLING (2015-2020)

Convenors: Kazuhisa Fujimoto (Japan, Keio), Ian Grosvenor (UK, Birmingham), Noah W. Sobe (USA, Loyola University Chicago) and Mirian Warde (Brazil, UNIFESP)

ISCHE 40 Panels: 2.2, 3.2, 7.2, 8.2

For additional information and to become involved, please contact mjwarde@uol.com.br or nsobe@luc.edu

## STANDING WORKING GROUPS

### TOUCHING BODIES IN SCHOOL (2014-2019)

Convenors: Diana Vidal (Brazil, USP), Ines Dussel (Mexico, Cinvestav) and Marcelo Caruso (Germany, Humboldt-Universität zu Berlin)

ISCHE 40 Panels: 5.4, 7.4, 8.5

For additional information and to become involved, please contact dvidal@usp.br or idussel@gmail.com

### MAPPING THE DISCIPLINE HISTORY OF EDUCATION SWG (2014-2019)

Convenors: Eckhardt Fuchs, Rita Hofstetter, Emmanuelle Picard and Solenn Huitric

ISCHE 40 Panels: 2.4, 3.3, 5.7, 8.4

For additional information and to become involved, please contact Rita Hofstetter (Rita.Hofstetter@unige.ch), Emmanuelle Picard (emmanuelle.picard@ens-lyon.fr) or Eckhardt Fuchs (fuchs@gei.de).

## TERTULIA Friday August 31, 1:00 - 2:00

### NATURE, NURTURE AND NEUROSCIENCE: FUTURE DIRECTIONS FOR HISTORIANS OF EDUCATION?

Venue: Humboldt-Universität zu Berlin, Seminar Building (DOR 24), Fritz-Reuter-Saal (Room 2.301)

Since 2017 the Executive Committee of ISCHE organizes the Tertulia, a round table debate that focuses on current issues in the history of education. This year's Tertulia invites the speakers and the audience to discuss about "Nature, Nurture and Neuroscience: Future Directions for Historians of Education?".

Speakers:

Inés Dussel (DIE-CINVESTAV)  
Linda Chisholm (University of Johannesburg)  
Patrick Bühlér (Pädagogische Hochschule der Fachhochschule Nordwestschweiz)  
Daniel Tröhler (University of Vienna)

Moderator:

Noah W. Sobe (Loyola University Chicago)

## PRE-CONFERENCE WORKSHOPS Tuesday August 28

### FUNDING MASS EDUCATION: MODELS, DEBATES AND POLICIES IN AN INTERNATIONAL PERSPECTIVE, (1800-2000)

Convenors: Clémence Cardon-Quint (University of Bordeaux), Damiano Matasci (University of Lausanne) and Johannes Westberg (Örebro University)

Venue: Humboldt-Universität zu Berlin, Seminar Building (DOR 24), Room 1.103

9:00	Introduction Clémence Cardon-Quint (University of Bordeaux / University of Bordeaux-Montaigne) Johannes Westberg (University of Örebro)
Funding and politics	
9:15	Education Funding, nation-building and power relations Funding of schools in Colonial India during the Nineteenth Century Parimala V. Rao (Jawaharlal Nehru University)
9:30	Mass schooling for a new Republic. Systems of local funding of First Letters Schools in the Bogota Province: 1819-1842 John Jairo Cardenas Herrera (Humboldt-Universität zu Berlin / National University of Colombia)
9:45	The funding models of Kindergarten in the Republic of China (1911-1949) Jolin He (Beijing Normal University)
10:00	Discussion
10:30	Coffee
Education Funding and democratic aspirations	
11:00	State, society and the social economics of educational associations - Sweden 1800-2000 Anne Berg (Uppsala University) / Samuel Edquist (Uppsala University)
11:15	The pre-history of a general system. The early – selective – study support system of the social democratic welfare state, 1939-1964. Martin Gustavsson (Stockholm University / Uppsala University)
11:30	Questions about financing education in Hungary Since 2004. Illona Millei (University of Pécs)
11:45	Discussion
12:15	Lunch
Funding and policies	
13:15	State versus local actors: who leads the race for quality? Funding secondary education policy in nineteenth century France: between State decision, local motivations and limited resources Solemn Huitric (University of Lausanne/LARHRA)
13:30	Career and Cash: Swiss Teachers' Salaries and School funding in the Long 19th century Gaby Wüthrich (University of Zürich)
13:45	Decentralization in a Swedish nineteenth century setting: the role of local school districts in the rise of mass schooling Johannes Westberg (University of Örebro)
14:00	Discussion
14:30	Coffee
The realm of expertise	
15:00	The rise of technical education and its funding at the beginning of the 20th century Stéphane Lembré (University of Artois)
15:15	Planning and Financing Education in Developing Countries: The Emergence and Demise of the UNESCO-World Bank Education Financing Division (1964-1989) Maren Elfert (University of Alberta), Klaus Hufner (Freie Universität Berlin)
15:30	Steering education through its budget? An analysis of the French budgetary process (1959-2004) Clémence Cardon-Quint (University of Bordeaux / University of Bordeaux-Montaigne)
15:45	Discussion
16:15	Concluding discussions. Objectives and planning of the standing working group

## PRE-CONFERENCE WORKSHOPS Tuesday August 28

### PICTURE ARCHIVES AND THE EMERGENCE OF VISUAL HISTORY OF EDUCATION

Convenors: Stefanie Kollmann, Lars Müller, Sabine Reh (BBF)  
Tjits van Ruiten, Jacques Dane (Nationaal Onderwijsmuseum Dordrecht)

Venue: BBF - Research Library for the History of Education, Warschauer Str. 34-36, 10243 Berlin

9:00-10:30	Welcome  Oud Goud <a href="#">Tjits van Ruiten (Nationaal Onderwijsmuseum Dordrecht)</a>	11:00  Troubling gender relations with the appointment of 'that lady inspector' in post-suffrage South Australia <a href="#">Kay Whitehead (Flinders University)</a>
	The Biblical School Wallcharts in the Collection of the National Museum of Education, The Netherlands, 1850-1950 <a href="#">Jacques Dane (Nationaal Onderwijsmuseum Dordrecht)</a>	11:30  'Unnatural' women and natural science: changing femininity and expanding educational sites through women's pursuit of natural science <a href="#">Ruth Watts (University of Birmingham)</a>
	History Wallcharts Crossing Borders - The Series „Schoolplaten voor de Vaderlandse Geschiedenis“ in Germany <a href="#">Liane Strauß (University of Freiburg im Breisgau)</a>	12:00  Re-casting Eurasian Femininity in Warmer Climes: The British India Experience, 1790 to 1914 <a href="#">Tim Allender (University of Sydney)</a>
11:00-12:30	Macmillan's Nature Classroom Pictures: How the Complications of Copyright Impede the Development of Digitised Archives <a href="#">Sandy Eleanor Brewer (Oxford Brookes University)</a>	12:30  Negotiating femininity through fiction in the 1960s <a href="#">Stephanie Spencer (University of Winchester)</a>
	Decoration in the Classroom <a href="#">Panna Berta-Szénási (University of Pécs)</a>	1:00-2:00  Lunch Break
	A Visual History of Colonial School Architecture in Hong Kong 1921-1941 <a href="#">Meng (Stella) Wang (University of Sydney)</a>	2:00  'A great builder': nineteenth century convents as sites of female enterprise, economic innovation and architectural ambition <a href="#">Deirdre Raftery (University College Dublin), Deirdre Bennett (University College Dublin)</a>
12:30-13:30	Lunch Break	2:30  African American Women, Femininity and their history in Physical Education and Sports in American Higher Education: 1915-1945 <a href="#">Linda M. Perkins (Claremont Graduate University)</a>
13:30-15:00	Where Fandom Meets Science: Comic Archives, Comic Databases and the History of Education <a href="#">Sylvia Kesper-Biermann (Universität Hamburg)</a>	3:00  Encountering Suzanne Karpelès: multiple femininities, Buddhism and the French "civilising mission" <a href="#">Joyce Goodman (University of Winchester)</a>
	Engravings as a Blind Spot in the History of Education. Notes about a Private Collection <a href="#">Sjaak Braster (Erasmus University Rotterdam), María del Mar del Pozo Andrés (University of Alcalá)</a>	3:30  Becoming the Feminine Ideal: Gendered Spaces, Everyday Life, and Sensory Experiences at St. Stephen's Girls' College-Hong Kong 1921-1941 <a href="#">Meng (Stella) Wang (University of Sydney)</a>
15:30-17:15	DigiPortA <a href="#">Gwendolin Schneider (BBF), Bettina Irina Reimers (BBF)</a>	4:00-4:30  Discussion: Future Directions
	Imagining the World <a href="#">Stefanie Kollmann (BBF), Lars Müller (BBF)</a>	
	Automatic Image Processing in the Digital Humanities: A Pre-study for Children Books in the 19th Century <a href="#">Chanjong Im (University Hildesheim), Thomas Mandl (University Hildesheim), Wiebke Helm (University Leipzig), Sebastian Schmideler (University Leipzig)</a>	
	Digital Resources and Tools in Historical Research <a href="#">Lars Wieneke (Luxembourg Centre for Contemporary and Digital History), Gerben Zaagsma (Luxembourg Centre for Contemporary and Digital History)</a>	
	Closing Discussion	
17:30	Library Tour of the Bibliothek für Bildungsgeschichtliche Forschung	

## PRE-CONFERENCE WORKSHOPS Tuesday August 28

### SHIFTING THE FRAME ON 'FEMININITY': FLUIDITY IN THE HISTORY OF WOMEN'S EDUCATION

Convenors: Tim Allender (University of Sydney), Stephanie Spencer (University of Winchester)

Venue: Humboldt-Universität zu Berlin, Seminar Building (DOR 24), Room 1.102

11:00	Troubling gender relations with the appointment of 'that lady inspector' in post-suffrage South Australia <a href="#">Kay Whitehead (Flinders University)</a>
11:30	'Unnatural' women and natural science: changing femininity and expanding educational sites through women's pursuit of natural science <a href="#">Ruth Watts (University of Birmingham)</a>
12:00	Re-casting Eurasian Femininity in Warmer Climes: The British India Experience, 1790 to 1914 <a href="#">Tim Allender (University of Sydney)</a>
12:30	Negotiating femininity through fiction in the 1960s <a href="#">Stephanie Spencer (University of Winchester)</a>
1:00-2:00	Lunch Break
2:00	'A great builder': nineteenth century convents as sites of female enterprise, economic innovation and architectural ambition <a href="#">Deirdre Raftery (University College Dublin), Deirdre Bennett (University College Dublin)</a>
2:30	African American Women, Femininity and their history in Physical Education and Sports in American Higher Education: 1915-1945 <a href="#">Linda M. Perkins (Claremont Graduate University)</a>
3:00	Encountering Suzanne Karpelès: multiple femininities, Buddhism and the French "civilising mission" <a href="#">Joyce Goodman (University of Winchester)</a>
3:30	Becoming the Feminine Ideal: Gendered Spaces, Everyday Life, and Sensory Experiences at St. Stephen's Girls' College-Hong Kong 1921-1941 <a href="#">Meng (Stella) Wang (University of Sydney)</a>
4:00-4:30	Discussion: Future Directions

**WEDNESDAY** August 29

2:00 - 3:30



**SESSION 1**

**1.1** **SYMPORIUM HOW NATURE IS GIVEN NAMES: THE INTERNATIONAL EMERGENCE OF EDUCATIONAL SCIENCES IN THE POST WORLD WAR TWO YEARS (1/3)**

HOW NATURE IS GIVEN NAMES: THE THEORIES AND METHODS OF EDUCATIONAL RESEARCH AS CULTURAL PROJECTS  
Chair: Thomas S. Popkewitz (University of Wisconsin-Madison)

How Benchmarks and "Scientific Evidence" Becomes Possible to Think "the Nature of People and Society":  
The Post WW II American Educational Research and Development Centers (English)  
Thomas S. Popkewitz (University of Wisconsin-Madison)

Comparative Education Research at the Border between History Inquiries and Social Sciences in Sweden 1960-2006 (English)  
Rita Foss Lindblad (University of Borås), Sverker Lindblad (University of Gothenburg)

Data Redundancy: A Postwar Fever of Archiving the Naturalness of the Comparable Others (English)  
Junzi Huang (University of Wisconsin-Madison)

Discussant: Lynn Fendler (Michigan State University), Noah W. Sobe (Loyola University Chicago)

**1.2** **PREFORMED PANEL TRANSLATING THE EDUCATED SELF:**

RE-CONCEPTUALIZING BILDUNG IN NORWAY, ENGLAND, AND JAPAN, 1850-1975 ROOM:

'Bildung' as a self-reflexive norm: democratization in Norway 1850-1975 (English)  
Ingerid Straume (University of Oslo)

Women's letters as 'Bildung-like' instruments in Victorian England: a Foucauldian reading of Wilhelm von Humboldt's educational concept (English)  
Meritxell Simon-Martin (Roehampton University)

Life-Writing, "Education Science" and Social Justice: Reevaluating Modern Japanese Education and the Seikatsu Kyoiku Ronso through the Concept of Bildung, 1918-1952 (English)  
Patrick Shorb (Akita International University)

**1.3** **PREFORMED PANEL EDUCATION AND THE NATURE OF BUSINESS**

Chair: Anne Berg (University of Uppsala), Michael Geiss (University of Zurich)

Vocational education and the changing nature of agriculture: the case of Sweden's rural domestic economy schools for women (English)  
Gustav Berry (University of Uppsala)

Economies of the body: a capitalist approach to vocational education and professional orientation at the beginning of the 20th Century (English)  
Karin Priem (University of Luxembourg), Frederik Herman (Northwestern University of Applied Sciences and Arts)

Technical education and regional development: technical secondary schools as nodes for industrial development in Sweden 1850-1900 (English)  
Fay Lundh Nilsson (University of Lund), Per-Olof Grönberg (Luleå University of Technology)

Collective skill formation and the nature of business associations: a comparative historical analysis of Switzerland and Germany (English)  
Patrick Emmenegger (University of St. Gallen), Lukas Graf (Hertie School of Governance), Alexandra Strelbel (University of St. Gallen, Swiss Federal Institute for Vocational Education and Training)

Making managers in Europe after 1945: a conceptual framework (English)  
Anne Berg (University of Uppsala), Michael Geiss (University of Zurich)

**1.4** **PREFORMED PANEL NATURE AS A PROPAGANDISTIC ICON DURING TOTALITARIANISMS.**

**1.401** TRACING TRANSNATIONAL SEMBLANCES AND DIFFERENCES SHOWED IN VISUAL REPRESENTATIONS  
Chair: Eulàlia Colleldemont (University of Vic - UCC)

Nature as an Educator of the New Soviet Man (English)  
Iveta Kestere (University of Latvia)

Fabricating a Modern Fascist Nature. Visual Representations of the Bonifica integrale in Italian Educational Films and Documentaries in the 1920s and 1930s (English)  
Anne Bruch (Georg Eckert Institute for International Textbook Research)

The Nature as a pedagogical icon (English)  
Raquel Cercós (University of Barcelona), Eulàlia Colleldemont (University of Vic - UCC)

Discussant: Ian Grosvenor (University of Birmingham)

**1.5** **PREFORMED PANEL LEARNING DOMINION OVER NATURE – FORMS OF INTERNAL AND EXTERNAL LANDNAHME IN THE LONG 19TH CENTURY**

The Nature of the Turks and the Soil of Turkey (Deutsch)  
Ingrid Lohmann (Universität Hamburg)

Pioneers of Culture Bound for Nature Overseas: The Deutsche Kolonialschule in Witzenhausen (1898-1944) (Deutsch)  
Sylvia Kesper-Biermann (Universität Hamburg)

Forming Landscapes, Industrialising Life-Worlds: Environments of Education and Socialisation for Children in Industrial Settings of Imperial Germany (Deutsch)  
Carola Groppe (Helmut-Schmidt-Universität/Universität der Bundeswehr Hamburg)

Reconquering Nature through "Rhythm": Concepts of Body and Movement at the Turn of the 19th Century (Deutsch)  
Esther Berner (Helmut-Schmidt-Universität/Universität der Bundeswehr Hamburg)

**1.6** **PANEL TEACHING NATURE AND THE SCIENCES (1)**

Chair: Lukas Boser (University of Applied Sciences and Arts Northwestern Switzerland)

The Exact Sciences and Excursions for Reinforcing "Love of the Homeland" – Nature Classes at the Gordon College of Education (English)  
Nirit Raichel (Kinneret Academic College, Gordon College of Education), Orit Oved (Beit Berl College)

'A Subject Second to None': Nature Study in Australia, 1900-1920 (English)  
Dorothy Lynette Kass (Macquarie University)

Fröbel y la enseñanza de la botánica. El caso de la Escuela Modelo de los Jardines de la Infancia de Madrid (Español)  
José Pedro Marín Murcia (University of Murcia), José Martínez Ruiz-Funes (University of Murcia)

Naturaleza y educación: programas TIC en los 80 y el desarrollo de contenidos curriculares de temática ambiental (Español)  
Cristian Machado Trujillo (Universidad de La Laguna)

**1.7** **PANEL NATURE AND PEDAGOGIES (1)**

Chair: Kira Mahamud Angulo (Universidad Nacional de Educación a Distancia)

Instituciones educativas con un método naturalista en Betanzos a principios del siglo XX (Español)  
José Manuel Domínguez García (UNED)

Para una didáctica natural. Las redacciones mensuales ilustradas de la Montesca y de Rovigliano como herramienta para una enseñanza objetiva (Español)  
Dario De Salvo (University of Messina)

	The entomologists of knowledge: the little “Fabre of Portomaggiore”. An elementary active school experiment in Italy in the 1920s (English) <a href="#">Francesca Borruso (Università Roma Tre)</a>	<b>1.11</b> <b>PANEL NATURE - CURRICULAR AND INSTITUTIONAL ASPECTS</b> <b>1.406</b> Chair: <a href="#">Pablo Toro Blanco (Universidad Alberto Hurtado)</a>
	The Pedagogical Magazine Mineira “Revista do Ensino” of 1932: aspects of the appropriation of the proposal Centers of Interest (English) <a href="#">Juliana Chiarini Balbino Fernandes (University of Sapucaí Valley)</a>	The Teaching of Drawing in the Curriculum in the Normal School of São Paulo - Brazil (Empire and Beginning of the First Republic): The Importance of the Observation of the Environment for Drawing Education (English) <a href="#">Silvia Maria Oliveira (Universidade Estadual Paulista “Júlio de Mesquita Filho” - Unesp/Marília)</a> , <a href="#">Cintia Lima Raphael (Universidade Estadual Paulista “Júlio de Mesquita Filho” - Unesp/Marília)</a>
<b>1.8</b>	<b>PANEL NATURE AS AN EDUCATIONAL IDEA (1)</b> <b>1.403</b> Chair: <a href="#">Jane Weiß (Humboldt-Universität zu Berlin)</a>	¿Cómo enseñar la historia reciente? La naturaleza del conocimiento sobre la Dictadura Cívico Militar en la formación de profesores de historia. Estudio de casos, Santiago de Chile (1990-2002) (Español) <a href="#">Mabelin Garrido (Pontificia Universidad Católica de Chile)</a>
	The Japanese idea of nature underlying the education of children in the early modern era (English) <a href="#">Yosuke Hirota (Fukuyama City University)</a>	Blindness is natural (English) <a href="#">Renana Kristal (Ben-Gurion University of the Negev)</a>
	Marcus Tullius Cicero's Ecophilosophy of Education (English) <a href="#">Victoria Pichugina (Russian Academy of Education), Yana Volkova (RUDN University)</a>	<b>1.12</b> <b>PANEL NATURE AND EDUCATIONAL POLICIES</b> <b>1.308</b> Chair: <a href="#">Alan Ross (Humboldt-Universität zu Berlin)</a>
	Ganzheitliche Entwicklung durch Naturerfahrung – neue Akzente in der ungarischen Pädagogik zwischen den beiden Weltkriegen (Deutsch) <a href="#">Beatrix Vincze (Eötvös Lorand University)</a>	State Reformed Examinations of Chinese Schools in Postwar Singapore (English) <a href="#">Ting Hong Wong (Sociology Institute Academia Sinica Nankang)</a>
	Die Einfachheit und die Authentizität in den Prinzipien der Reformpädagogik von Freinet (Deutsch) <a href="#">Attila Horvath H. (Eötvös Lorand University Budapest)</a>	Nature as an educational tool and content in the first Hungarian reform schools (Deutsch) <a href="#">Natasa Fizel (University of Szeged)</a>
<b>1.9</b>	<b>PANEL ‘NATURE’ AS DEEP CHARACTERIZATION (1)</b> <b>1.404</b> Chair: <a href="#">Sabine Krause (University of Koblenz-Landau)</a>	Private School Development in England and Germany: Legacies of the past and Nature as a legitimizing concept (English) <a href="#">Rita Nikolai (Humboldt-Universität Berlin)</a>
	On the “Nature” of the “Choice” Movement in American Educational Policy in the 1980s (English) <a href="#">Luxi Chen (Beijing Normal University)</a>	The Child as a Voucher? The Marketization of the Swedish Preschools (English) <a href="#">Esbjörn Larsson (Uppsala University), Johannes Westberg (Örebro University)</a>
	Education and the Nature of Postwar Modernity: The U.S., Puerto Rico, and Cold War Era Education (English) <a href="#">Lauren Lefty (New York University)</a>	<b>1.13</b> <b>PANEL AGRICULTURAL EDUCATION</b> <b>1.502</b> Chair: <a href="#">Stefan Johann Schatz (Humboldt-Universität zu Berlin)</a>
	The Nature of Elementary Teachers in Ireland (1830s-1920s): From ‘feckless and impoverished’ to ‘respectable’ (English) <a href="#">Thomas Kevin Walsh (Maynooth University)</a>	Nature and Education in Brazil: North American Immigrants to Santa Bárbara d’Oeste and Americana, State of São Paulo, Brazil, and the Evidences of a Non-Formal Technical Education in the Late 19th and Early 20th Centuries (English) <a href="#">Renato Kraide Soffner (UNISAL)</a>
	The Nature of Knowledge Production – Editing The International Encyclopedia of Education 1984 and 1995 (English) <a href="#">Christian Lundahl (Örebro University), Franziska Primus (Humboldt-Universität zu Berlin)</a>	The Educational Fields: An explorative study into educational practices within the (agricultural) reform school of Ruiseldele, Belgium (English) <a href="#">Sarah Van Ruyskensvelde (Katholieke Universiteit Leuven)</a>
<b>1.10</b>	<b>PANEL NATURE AND GENDER (1)</b> <b>1.405</b> Chair: <a href="#">Joyce Goodman (University of Winchester)</a>	Feel the breeze of the sea to calm down the spirit – The Colônia Agrícola of S. Bernadino (1912-1921) (English) <a href="#">Cláudia Pinto Ribeiro (University of Oporto)</a>
	“A winter picnic is a glorious tramp in the woods, with a big camp fire at noon.” Challenging medical discourses of fragile femininity in girls’ school stories (English) <a href="#">Stephanie Moira Spencer (University of Winchester), Nancy G. Rosoff (Arcadia University)</a>	Education, Nature and Agriculture: “A Revista de Educação” (The Education Magazine) (1921-1923) and the formation of citizens in the First Republic of Brazil (English) <a href="#">Angélica Pall Oriani (Universidade de São Paulo), Leila Marília Inoue (Universidade Estadual Paulista)</a>
	Educar las “diferencias naturales” de los sexos. Argumentos y debates sobre el modelo coeducacional en el pensamiento pedagógico (Argentina, inicios del siglo XX) (Español) <a href="#">Santiago Zemaitis (Universidad Nacional de La Plata, CONICET)</a>	<b>1.14</b> <b>PANEL BACK TO NATURE? IDEAS, MILIEUS AND PRACTICES</b> <b>1.503</b> Chair: <a href="#">Michèle Hofmann (University of Applied Sciences and Arts Northwestern Switzerland)</a>
	‘Natural’ Spaces in Girls’ Industrial Education in Surrey, 1879 - 1914 (English) <a href="#">Catherine Grace Quartermaine Freeman (University of Greenwich)</a>	The use of network theory in the researches of life reform movement: a systematic review and methodological considerations (English) <a href="#">Zoltán András Szabó (Eötvös Loránd University)</a>
		Les activités éducatives en lien avec la nature dans le scoutisme français: Des objectifs pédagogiques aux pratiques réelles, une approche socio-historique (Français)

# WEDNESDAY



Olivier Chaïbi (ESPE-UPEC Paris Est-Créteil)

School in the landscape: locus studii and the Nature in the Late Middle Ages (English)  
Aleksandr Rusanov (National Research University Higher School of Economics)

A student activity during the years of World War I: Tree Feast (Agaç Bayramı) (English)  
Hamide Kılıç (Istanbul University)

**1.15 PANEL THE SCIENTIZATION OF NATURE**  
Chair: Fabio Pruneri (University of Sassari)

Measuring Nature(s) - Merging Notions of Attainment and Age in the U.S. Discourse on  
Gradation, 1830-1920 (English)  
Fanny Isensee (Humboldt-Universität zu Berlin)

Classification of Children with Learning Problems in the Early 20th Century in the United States (English)  
Ryo Yoshii (Fukuyama City University)

Psychology and the nature of education. A history of attention in Belgian  
primary education 1900-1950 (English)  
Nele Reyniers (Katholieke Universiteit Leuven), Pieter Verstraete (Katholieke Universiteit Leuven)

Discipline Measures in Schools – The Clash of Physical Punishment and Modern Pedagogy  
in 19th Century Hungary (English)  
Judit Hegedüs (National University of Public Service)

**1.16 PANEL INSTITUTIONS, SOCIAL MOVEMENTS AND CONCEPTS OF NATURE**  
Chair: Deirdre Raftery (University College Dublin)

Des représentations de la nature dans l'éducation militaire (Français)  
Claudia Alves (Universidade Federal Fluminense)

'Children are human souls, this is the essence of education': Early nineteenth century theories  
on the nature of the child through the lens of transnational female epistemologies (English)  
Anmarie Valdes (Loyola University Chicago)

The young naturalists movement in the Soviet Union of the Twenties and Thirties (English)  
Dorena Caroli (University of Macerata)

Thought Collectives of the Early 20th Century Experiential Educators (English)  
Lauri Luoto (University of Turku)

**THURSDAY August 30 9:00 - 10:30**

**SESSION 2**

**2.1 SWG HISTORY OF LAIC EDUCATION (1/4)**  
TOWARD INSTITUTIONALIZATION OF LAIC (SECULAR) EDUCATION  
Chair: Ismail Ferhat (Université de La Picardie Jules-Verne/CAREF)

The Van Humbeeck nexus: the rise and fall of a secular education project in Belgium (English)  
Jeffrey Tyssens (Vrije Universiteit Brussel)

Argentina, Brasil y México; tensiones entre la tradición religiosa y  
la enseñanza laica (Español)  
Alejandro Ortiz Cirilo (Universidad Autónoma del Estado de Morelos)

La difícil historia de la laicidad en la escuela brasileña: civismo, patriotismo y catolicismo  
en la legislación y en la realidad de la enseñanza en la primera mitad del siglo XX (Español)  
Décio Gatti Júnior (Universidad Federal de Uberlândia),

Giseli Cristina do Vale Gatti (Universidad de Uberaba)

The importance of the Second Council of Education (1943) in the formation of  
laic citizen morality in Turkey  
Filiz Meseci Giorgetti (Istanbul University)

**2.2 SWG OBJECTS, SENSES AND THE MATERIAL WORLD OF SCHOOLING (1/4)**  
EXHIBITS AND MUSEUMS: LOCATING AND CIRCULATING EDUCATIONAL OBJECTS  
Chair: Noah W. Sobe (Loyola University Chicago)

Circulating Nature: Economic Botany Specimens in British Schools, c.1875-1914 (English)  
Laura Newman (Mobile Museum Project)

Building the Modern Swedish citizen: modernity, objects and pedagogy (English)  
Martin Lawn (University of Oxford)

Exhibit with emotions (English)  
Christian Lundhal (Örebro University)

Discussant: Kazuhisa Fujimoto (Keio University)

**2.3 SWG GROWING UP IN OUT-OF-HOME CARE (1/2)**  
Chair: Jeroen J. H. Dekker (Rijksuniversiteit Groningen)

Placer pour nourrir, protéger et éduquer. Fondements et tensions autour des dispositifs de placement  
extrafamilial en Belgique (1912-1965) (Français)  
Aurore François (UCL), Flore Guiot (FNRS-UCL)

Pourquoi le placement? Le cas de l'URSS, les raisons et leurs variations  
sur deux décennies (1917-1937) (Français)  
Irina Leopoldoff Martin (Université de Genève, FPSE)

Faut-il placer les « mauvaises filles » ? Expertise et rééducation dans la France des  
« Trente glorieuses » (Français)  
David Niget (Université d'Angers / CNRS – TEMOS)

Private matters: addressing illegitimacy in 20th century Swiss child welfare policy and services (English)  
Joëlle Droux (Université de Genève, FPSE)

**2.4 SWG MAPPING THE DISCIPLINE HISTORY OF EDUCATION (1/4)**  
INSTITUTIONAL IMPACT ON HISTORY OF EDUCATION RESEARCH  
Chairs: Solenn Huitric (Lausanne University), Thérèse Hamel (Université Laval)

Introduction to the SWG Sessions (English)  
Rita Hofstetter (Geneva University), Solenn Huitric (Lausanne University),  
Emmanuelle Picard (École Normale Supérieure)

Institutional affiliations and socialization: Doctoral Thesis in History of Education  
in Spain (1990-2010) (English)  
Carmen B. Sanchidrián (Universidad de Málaga)

Doctors and/or lecturers? History of education in Hungarian higher education (English)  
Attila Nóbik (University of Szeged)

Historiographical Synthesis of the History of Education in the Baltic States from a  
Global Perspective (1991–2014) (English)  
Iveta Kestere (University of Latvia), Irena Stonkuviene (University of Vilnius),  
Veronika Varik (Tallinn University Estonian Pedagogical Archives and Museum)

New Trends in the History of Childhood, Education and School Institutions in  
Post-Communist Russia (English)

Dorena Caroli (University of Macerata), Svetlana Ivanova, Grigory B. Kornetov, Elena N. Astafieva, Anastasiya G. Andreevna, Nataliya R. Yakovleva, Anatoly Utkin, Larisa Smirnov (Institute for Strategy of Education Development Russian Academy of Education/ Department of Pedagogy of SEI HPT/ Nizhny Tagil State Social Pedagogical Institute/ Russian State Vocational Pedagogical University)

Discussants: Solenn Huitric (Lausanne University), Thérèse Hamel (Université Laval)

**2.5 PREFORMED PANEL THE “NATURAL” CIRCULATION OF EDUCATIONAL INFORMATION?: WESTERN EDUCATIONAL METHODS IN 19TH AND EARLY 20TH CENTURY JAPAN**  
Chair: Akihiko Hashimoto (National Institute for Educational Policy Research)

Circulation of knowledge on Progressive Education in Modern Japan (English)  
Miho Hashimoto (Tokyo Gakugei University), Hisashi Miyano (Japan Society for the Promotion of Science)

Reception of Pedagogical Knowledge in Practical Contexts: Case Study on Progressive Education School Reform in Modern Japan (English)  
Chie Enza (Tokyo Gakugei University)

The Acceptance of American Progressive Music Education in Taisho New Education:  
How did Coleman's “creative music” reform Japanese teacher's practice? (English)  
Kenta Tsukahara (Teikyo University)

An American exercise book for exam takers utilized in Japan as a handbook for examination administrators: The translation of Isaac Stone's “The Complete Examiner” (English)  
Akihiko Hashimoto (National Institute for Educational Policy Research)

**2.6 PREFORMED PANEL PARADIGMS OF NATURALNESS**  
Chairs: Sabine Reh, Kerrin Klinger, Joachim Scholz (Research Library for the History of Education)

Introduction  
Kerrin Klinger (Research Library for the History of Education),  
Joachim Scholz (Research Library for the History of Education)

Transcendentalizing Nature in Early American Philosophy. Ralph Waldo Emerson's Educational Conception (English)  
Rebekka Horlacher (University of Zurich)

The Arts Education Movement in Germany and the Cultivation of the Child's “True Nature,” 1887-1916 (English)  
Carolyn Kay (Trent University)

Metaphors of Naturalness and the spiritual home (“Heimat”) in the Swiss expert report “Teacher training of tomorrow” (1975) (English)  
Tomas Bascio (Zurich University of Teacher Education)

Conclusion: Nature – Naturalness and other Substitutions  
Sabine Reh (Research Library for the History of Education, Humboldt-Universität zu Berlin)

**2.7 PANEL EMOTIONS AND THE EXPERIENCE OF NATURE**  
Chair: Nelleke Bakker (University of Groningen)

In “Sympathy with the World of Nature”: U.S. Teachers in the Summertime, 1880s-1930s (English)  
Christine A. Ogren (University of Iowa)

Las emociones como “condiciones naturales” para el magisterio en la escuela primaria en Argentina (1870-1940) (Español)  
Ana Laura Abramowski (Universidad Nacional de General Sarmiento)

The voice of children - Children's essays as a tool to expose the ways of constructing the relationship to nature in the Hebrew education system (1918-1948): A methodological discussion (English)  
Zehavit Schenkolewski (Ashqelon Academic College)

Let's make a trip to nature! School excursions as a form of (in)formal educational practices for teachers and students 1890-1918 (English)  
Branko Sustar (Slovenian School Museum), Maja Hakl Saje (National Museum of Slovenia)

**2.8 PANEL NATURE AND THE URBAN (1)**  
Chair: Susanne Spieker (University of Koblenz-Landau)

“From Backyards to Light”: Urban environment, nature and children in a Finnish short film from the 1940s (English)  
Marjo Nieminen (University of Turku)

“Escuela Si, Pero en el Parque no!” [School yes, but in the park, no]: The Struggle for Humboldt Park in Chicago, 1966-1972 (English)  
Mirelsie Velazquez (University of Oklahoma)

De cómo niños urbanos, “naturalmente”, aprendían en y de la naturaleza. Una propuesta contracultural educativa en la Colonia Zumerland a mediados del S XX (Español)  
Ana Diamant (Universidad de Buenos Aires)

Playgrounds, nature and urbanities in Brazil: comparative notes on the Playground Movement (English)  
Flavia Martinelli Ferreira (University of Brasília), Ingrid Dittrich Wiggers (University of Brasília)

**2.9 PANEL TEACHING NATURE AND THE SCIENCES (2)**  
Chair: Michaela Vogt (Bielefeld University)

Die Erforschung der Natur als „Weg zur Zivilisation“ - Naturwissenschaften als nationales Curriculum in Costa Rica 1886 bis 1950 (Deutsch)  
Marianne Helfenberger (University of Zurich)

Childhood and Education of Signs in Printed Pedagogical Brazilians (1887-1892) (English)  
Maria Loiola Madeira (Universidade Federal de Alagoas)

The Analysis of Nature-Education Relationship in Turkey Within the Concept of “Goods Courses” and “Nature Studies” in Primary Schools (1908-1968) (English)  
Betül Batır (İstanbul University)

El concepto de naturaleza en los manuales de educación y catecismos políticos usados en las escuelas de primeras letras (Nueva Granada: 1819-1853) (Español)  
John Jairo Cardenas-Herrera (Universidad Nacional de Colombia, Humboldt-Universität zu Berlin)

**2.10 PANEL NATURE AND PEDAGOGIES (2)**  
Chair: Beatrix Vincze (Eötvös Loránd University)

A historical study of educational content for Japanese American kindergarten children in Hawaii: Nature and play (English)  
Shioji Akiko (Naruto University of Education)

Movimiento Cooperativo de Escuela Popular. Practices and experience in the area of popular education: links between school and the natural world (English)  
Alba María Gómez Sánchez (University of Salamanca)

The interaction between and emergence of psychiatry, psychology and progressive education in the schooling system in Scandinavia in the interwar years (English)  
Bjørn Hamre (University of Copenhagen), Thom Axelsson (Malmö Universitet),  
Kari Ludvigsen (Uni Research Rokkansenteret)

- 2.11 PANEL NATURE AS AN EDUCATIONAL IDEA (2)**  
**1.502** Chair: Sabine Krause (University of Koblenz-Landau)  
 Baden-Powell, de l'éducation à la citoyenneté: Le scoutisme et la citoyenneté active (Français)  
 Eszter Anna Nyúl (University of Pécs)
- Ellen Key's concept of Nature: the urban child vs the natural one (1887-1892) (English)  
 Luisa Ceccarelli (University of Bologna)
- Dealing with nature: The emergence of "pädagogisch" (pedagogical) within the educational debate between 1750-1800 (English)  
 Daniel Przygoda (Humboldt-Universität zu Berlin)
- 2.12 PANEL NATURE AND EDUCATIONAL THEORIZING (1)**  
**1.503** Chair: Ignacio Frechtel (Universidad de Buenos Aires)  
 John Dewey, the nature of body/mind relationships and Schools of Tomorrow (English)  
 Malcolm Thorburn (University of Edinburgh)
- 2.13 PANEL EDUCATION, IDENTITY, LANDSCAPE**  
**1.504** Chair: John Allison (Nipissing University)  
 The Making of "the Sudeten German Landscape" (1938-45) (English)  
 Stefan Johann Schatz (Humboldt-Universität zu Berlin)
- Landscapes of Missionary Pedagogy: Nature as Place and Ideology (English)  
 Roberta Wollons (University of Massachusetts Boston)
- A.D. Gordon (1856-1922): Return to Nature (English)  
 Yaakov Iram (Bar Ilan University)
- 2.14 PANEL NATURE, EDUCATION AND THE ARTS**  
**1.401** Chair: Lukas Boser (University of Applied Sciences and Arts Northwestern Switzerland)  
 De la geometría a la naturaleza en la enseñanza del dibujo en Argentina (Español)  
 Elisa Welti (Universidad Nacional de Rosario)
- Nature oriented dancing movement and its political-social influence in Hungary in the 1930s and 1940s (English)  
 Dorina Szente (Eötvös Loránd University), Imre Garai (Eötvös Loránd University)
- La enseñanza de la naturaleza desde una concepción estética y artística en El Monitor de la Educación Común (1880-1910) (Español)  
 Belén Mercado (IICE-UBA Argentina)
- Nature as a subject in art education in pre-state Israeli schools (English)  
 Miriam Steinhardt (Tel Aviv University)
- 2.15 PANEL WONDERS OF NATURE**  
**1.501** Chair: Vera Moser (Humboldt-Universität zu Berlin)  
 Recycling embryos: public education and the culture of curiosity, 1660-1840 (English)  
 Alan Ross (Humboldt-Universität zu Berlin)
- Birds as Teachers in the First Swedish Fable Translation from 1603 (English)  
 Iris Ridder (Dalarna University)
- Cultural History Museums: Transforming Arenas for Public Pedagogy in the shadow of Anthropocene (English)  
 Carola Nordbäck (Mid Sweden University)

- "Individuality", "Unnaturalness" and "Child Prodigies" – Discursive connections between age norms and deviation in the course of the implementation of compulsory education in Prussia 1800-1930 (English)  
 Daniel Töpper (Humboldt-Universität zu Berlin)
- 2.16 PANEL NATURE AND THE DISABLED**  
**1.506** Chair: Simonetta Polenghi (Università Cattolica del Sacro Cuore)  
 "Why Can't I Live at Home, I Wouldn't be a Problem": The History of Disability Studies and a Disabled Adult's Autobiography (English)  
 Susan Semel (City College of New York, CUNY Graduate Center), Alan Sadovnik (Rutgers University-Newark), Nikki Solyom (Collegiate School New York City)
- Nature, Senses and Inclusive Education: The Case Study of Helen Keller School (English)  
 Maria Romeiras Amado (Universidade de Lisboa)
- The 'idiot' and the 'chain of being'. Nature and mind in the discourse on mental disability in 19th century Holland (English)  
 Annemiek van Drenth (Leiden University)
- Gymnastics as an educational tool for children with mental deficit: the "Istituto San Vincenzo" of Milan between the XIX and XX centuries (English)  
 Anna Debè (Università Cattolica del Sacro Cuore)
- 2.17 PANEL NATURE, TECHNOLOGY AND THE SCIENCES**  
**1.505** Chair: Michèle Hofmann (University of Applied Sciences and Arts Northwestern Switzerland)  
 Between "Medical and Pedagogical Pathology" – A Critical Discourse Analysis of Illness as Metaphorical Concept in German Education, 1890-1933 (English)  
 Le Zhang (Humboldt-Universität zu Berlin)
- Scholars and Gentlemen: Masculinity in British Science in the Early Nineteenth Century (English)  
 Heather Ellis (University of Sheffield)
- The Gestaltung Lessons (English)  
 Jose Muñoz Alvíz (Humboldt-Universität zu Berlin)
- Los manuales para el aprendizaje de oficios en el contexto de la educación primaria industrial mexicana (Español)  
 Monica del Carmen Meza-Mejía (Universidad Panamericana)

**THURSDAY** August 30

**11:00 - 12:30**

**SESSION**

**3**

**3.1 SWG HISTORY OF LAIC EDUCATION (2/4)**

LAIC EDUCATION IN SCHOOLS, CURRICULA, TEXTBOOKS AND PRINTED MEDIA  
Chair: Adelina Arredondo (Universidad Autónoma del Estado de Morelos)

Laicism and Religious Practices at the Origins of the Secondary School in Argentina:  
Continuities and Ruptures between Institutions (English)  
Felicitas Acosta (Universidad Nacional de General Sarmiento)

Presencia de ideas republicanas y laicas en los manuales escolares de geografía y en la prensa  
educativa colombiana durante la se-gunda mitad del siglo XIX (Español)  
Luis Alfonso Alarcón Meneses (Universidad del Atlántico)

Definiciones, ideas y prácticas escolares en libros escolares en México: educación laica,  
educación religiosa y secularización de la vida cultural en el siglo XX (Español)  
Antonio Padilla Arroyo (Universidad Autónoma del Estado de Morelos)

Is laïcité a teaching subject? Pedagogizing an issue in French curricula for primary and  
secondary education, 8os-today (English)  
Ismail Ferhat (Université de La Picardie Jules-Verne/CAREF)

**3.2**

**SWG OBJECTS, SENSES AND THE MATERIAL WORLD OF SCHOOLING (2/4)**

1.205 SPACE, SCHOOLS AND THE SENSES  
Chair: Noah W. Sobe (Loyola University Chicago)

Sensory memory, everyday spaces, and school life in Hong Kong 1921-1961 (English)  
Meng (Stella) Wang (University of Sydney)

Nature Tables and Pocket Museums: from the Leicestershire classroom to the Mountain View Center for  
Environmental Education, Colorado (English)  
Catherine Burke (University of Cambridge)

A Tasteless History of School Food in the United States (English)  
Lynn Fendler (Michigan State University)

Discussant: Pablo Pineau (University of Buenos Aires)

**3.3**

**SWG MAPPING THE DISCIPLINE HISTORY OF EDUCATION (2/4)**

1.102 THE COURSES OF HISTORY OF EDUCATION IN THE CURRICULA OF PEDAGOGY AND TEACHER TRAINING  
DEGREES IN ARGENTINA, BRAZIL, SPAIN, ITALY AND PORTUGAL  
Chairs: Antonio Canales Serrano (Universidad de La Laguna), Iveta Kestere (University of Latvia)

The history of education in teacher training courses and Educational Sciences in Argentina:  
continuities and changes between tertiary and university location (English)  
Claudio Suasnábar (Universidad Nacional de La Plata, FLACSO), Marcela Ginestet (Universidad Nacional de  
la Plata), Liliana Paredes (Universidad Nacional de la Plata)

Mapping the History of Education in Brazil (English)  
Amarilio Ferreira (Universidade Federal de São Carlos), Marisa Bittar (Universidade Federal de São Carlos)

History of Education courses in the curricula of Pedagogy and Teacher Training Degrees  
in Spain after the last Reform (English)  
Antonio Canales Serrano (Universidad de La Laguna), Yasmina Alvarez González (Universidad de La  
Laguna), María J. Tacoronte Domínguez (Universidad de La Laguna)

Mapping the History of Education in Italy (English)  
Francesca Borrueto (Università degli Studi Roma Tre), Domenico Elia (Università degli Studi «G. d'Annunzio»  
Chieti-Pescara), Juri Meda (Università degli Studi di Macerata),

Fabio Pruner (Università degli Studi di Sassari)

Mapping the History of Education in Portugal: the subjects in higher education curricula  
and teacher education and the configuration of the scientific field (English)

Maria J. Mogarro (Universidade de Lisboa)

Discussants: Antonio Canales Serrano (Universidad de La Laguna), Iveta Kestere (University of Latvia)

**3.4 PREFORMED PANEL PUBLIC EDUCATION AND NATIONALISM AS SECOND NATURE  
OF MODERN MANKIND**

1.103 Chair: Hanna Holzapfel (University of Vienna)

Rousseau's educational plan of de- and re-naturalizing the child as the future citizen  
of a free republic (English)

Daniel Tröhler (University of Vienna)

How Schools Came to Democratize Merit, Formalize Achievement, and Naturalize Privilege:  
The Case of the United States (English)

David F. Labaree (Stanford University)

Making the "Nature" of the Citizen and Differences in The Alchemy of  
American Progressive Education (English)

Thomas S. Popkewitz (University of Wisconsin-Madison)

Discussant: Stephanie Fox (University of Koblenz)

**3.5 PREFORMED PANEL LA INFLUENCIA DE LOS TEÓRICOS DE LA NATURALEZA EN LA HISTORIA DE LA  
EDUCACIÓN BRASILEÑA: ROUSSEAU, PESTALOZZI Y DEWEY**

1.406 La naturaleza humana y la naturaleza de las cosas en la educación rousseaniana (Español)  
Wilson Alves de Paiva (Universidad Federal de Goiás)

Lecciones de Cosas: influencias del método intuitivo en la historia de la educación  
brasileña (Español)

Maria Zeneide Carneiro Almeida (PUC-Goiás)

Experiência e Natureza no discurso pedagógico brasileiro do início do século XX (Español)  
Elianda Figueiredo Arantes Tiballi (PUC-Goiás)

**3.6 SWG MIGRANTS, MIGRATION AND EDUCATION (1/3)**

1.601 MIGRANT STUDENTS

Higher Education on the Move: Student Migration and the Shaping of Higher Education  
in Colonial Asia (1850s-1940s) (English)  
Sara Legrand Jacques (CHAC – University Paris 1 Panthéon-Sorbonne)

Migrating Towards Play: An exploration of the benefits and challenges of examining  
migrant children's play as historical examples of informal education (English)  
Emily Barker (University of Greenwich)

The Voice of Immigrant Children: Emigration, Absorption and Identity of Jewish Immigrants Children  
to Israel during the Mandate Period (English)  
Zehavit Schenklewski (Ashkelon Academic College)

**3.7 PREFORMED PANEL VISIONS OF NATURE, HUMANHOOD, AND EDUCATION AND THEIR  
INTERSECTIONS WITH SPIRITUALITY AND INSTITUTIONALIZED RELIGION**

1.204 Chair: Gabriela Ossenbach Sauter (Universidad Nacional de Educación a Distancia)

RNDM/Our Lady of the Missions and education in Canada: From neo-scholasticism,  
through social justice, to an inter-relational universal cosmology (English)  
Rosa Bruno-Jofré (Queen's University), Veronica Dunne (RNDM)

<b>3.8</b> <b>PREFORMED PANEL NATURE AS A MEDIUM AND SUBJECT OF EDUCATION:</b> <b>1.308</b> WESTERN IMPACT ON WOMEN'S HIGHER EDUCATION IN JAPAN BEFORE THE WORLD WAR II Chair: Joyce Goodman (University of Winchester)	The conception of nature in Rudolf Steiner's thought for the reception of Waldorf education and biodynamic agriculture in Spain in late Francoism (English) Patricia Quiroga Uceda (Universidad Nacional de Educación a Distancia)	<b>3.11</b> <b>PANEL NATURE AND THE URBAN (2)</b> <b>1.506</b> Das städtische Kind und seine pädagogische Umgebung um die Wende des XX. Jahrhunderts (Deutsch) Dániel István Sanda (Óbuda University)	<b>3.9</b> <b>PREFORMED PANEL ERZIEHUNG UND BILDUNG IM SPANNUNGSFELD VON METAPHYSISCHEN UND NATURALISTISCHEN ÜBERLEGUNGEN</b> <b>1.505</b> Chair: Tibor Schwendtner (Károly Eszterházy University)	Development of Physical Education, Domestic Science Education and Newly Introduced Natural Science Education in Higher Normal School for Women (English) Keiko Sasaki (The University of Electro-Communications, National University Japan)	Jinzo Naruse and Physical Education in Japan Women's College in the Early Twentieth Century (English) Yuri Uchiyama (Independent Researcher)	<b>3.12</b> <b>PANEL TEACHING NATURE AND THE SCIENCES (3)</b> <b>1.501</b> School and Urban Development in Spain: the Introduction of Children's Traffic Parks in the Later Years of the Franco Regime (Español) Gabriel Barceló Bauzá (University of the Balearic Islands), Llorenç Gelabert Gual (University of the Balearic Islands)	Sumi Oe and Tokyo Kasei Gakuin: Interest towards 'nature' in domestic science education and agricultural education in the early twentieth century (English) Sayaka Nakagomi (Rikkyo University)	Michi Kawai and Horticultural Education of Keisen Women's School: 'Learning about Nature' (English) Keiko Sasaki (The University of Electro-Communications, National University Japan)	Representations of childhood in Greek language school textbooks: from the rural to the urban childhood (English) Ioannis Mpetsas (University of Western Macedonia), Sofia Avgitidou (University of Western Macedonia), Anastasia Tsionpanou (University of Western Macedonia)		
				Chika Kuroda and Pioneering Male Chemists: The birth of female natural scientists in Japan in the early twentieth century (English) Setsuko Kagawa (Nishikyushu University)	Based on Nature: A Local University's Practices of China, 1978-1998 (English) Jia Liu (Central China Normal University)			Anglo-American Influence on the Teaching of the Natural Sciences in Primary Schools of 19th-Century Brazil (English) Karl Lorenz (Sacred Heart University), Ariclé Vechia (Universidade Tuiuti do Paraná)			
				Die ästhetische Erziehung als die Humanisierung der Natur des Menschen in Schillers ästhetischen Schriften (Deutsch) János Lobocky (Károly Eszterházy University)	" Housing " Exhibition at the Chicago Field Columbian Museum and Practice of Dewey's Laboratory School (English) Ai Tanimoto Senga (Hokkaido University of Education)			Nature and the pre-active potential of the Greek curriculum 1913-1942 (English) Maria Giannakou (Katholieke Universiteit Leuven)			
				Naturnähe und Naturverbundenheit in der Erziehung zu Beginn des 19. Jahrhunderts in Ungarn (Deutsch) Irén Virág (Károly Eszterházy University)	<th style="text-align: center;">THURSDAY August 30</th> <th style="text-align: center;">11:00 - 1:00</th>	THURSDAY August 30	11:00 - 1:00				
				Der Überwindungsvorschuss des Naturalismus und des Humanismus in der Erziehungsphilosophie von Eugen Fink (Deutsch) Péter Sárkány (Károly Eszterházy University)	<b>SESSION 4</b> <b>4.1</b> <b>ROOM 1.402</b>			<b>MULTILINGUAL PANEL QUESTIONNER LA DIVISION NATURE/CULTURE DANS LES DISCOURS ET LES PRATIQUES ÉDUCATIVES I: LES FEMMES PÉDAGOGUES EN FRANCE, AU BRÉSIL ET EN ARMÉNIE (1/2)</b> Chair: Diana Vidal (Universidade de São Paulo)			
				The Natural World of Elizabeth Brander in colonial India, 1880-1899 (English) Tim Allender (University of Sydney)	Gender, nature and culture in female education: questioning the confessional aspects of teaching formation (English) Angélica Pall Oriani (Universidade de São Paulo), Leila Marília Inoue (Universidade Estadual Paulista)			Sophie Ulliac-Tréamadeure (1794-1862) et la pédagogie positive, ou comment la science morale doit émanciper les femmes? (Français) Isabelle Matamoros (Université Paris Descartes – Université Lumière Lyon 2)			
				The urban and the natural in education reform: The development of Hamburg Schullandheime (rural school hostels) in the 1920s (English) Christine Mayer (Universität Hamburg)	The role of the Sanitary Educator Maria Antonieta de Castro in Brazilian Health Education - 1892-1984 (English) Claudinéia Maria Vischi Avanzini (Universidade de São Paulo)						
				The Nature of the Child and the Urban in Educational Reform Movements of the 20th Century (English) Meike Sophia Baader (Universität Hildesheim)							

Natural role or choice of occupation: Armenian women's movement of Fröbelian pedagogy in the late-nineteenth century (English) Hayarpi Papikyan (Université Paris-Descartes)	La coéducation et l'éducation des filles. Des regards de femmes pédagogues sous l'emprise du genre avant et après la Première Guerre mondiale (Français) Geneviève Pezeu (Université Paris Descartes (CERLIS))	Discussant: Diana Vidal (Universidade de São Paulo)	<b>4.2 MULTILINGUAL PANEL LA VIE AU GRAND AIR ET LES PÉDAGOGIES CORPORELLES: UNE NATURE QUI ÉDUQUE, SOIGNE ET DIVERTIT</b> L'Éducation de plein air à São Paulo (1939-1956) (Français) André Dalben (Université de l'État de Londrina)	Body, education and nature in the nudist movement in Brazil (1950) (English) Carlos Herold Junior (State University of Maringá)	Hiking as a means of education in German gymnastics societies in Brazil (end of the 19th century, first decades of the 20th) (Français) Evelise Amgarten Quitzau (University of the Republic)	La vie au grand air: éducation et nature au Brésil (1920-1949) (Français) Carmen Lucia Soares (Université de l'État de Campinas)	Les projets d'éducation naturiste en France: leur influence et leur prise en compte institutionnelle (19esiècle-milieu du 20e siècle) (Français) Sylvain Villaret (Le Mans Université)	<b>4.3 MULTILINGUAL PANEL DENATURALIZE INEQUALITIES: RACE, CLASS, BODIES AND GENDER AS SOCIAL AND EDUCATIONAL CHALLENGES IN MÉXICO AND BRAZIL</b> Chair: Oresta López Pérez (El Colegio de San Luis)	Escola de formação de professores de primeiras letras para zonas rurais: tratamento diferenciado para mulheres e para homens (Español) Flávia Obino Corrêa Werle (Universidade Do Vale Do Rio Dos Sinos)	"Me volví campesina": saberes inesperados y nuevas identidades en la formación de maestras rurales en el México postrevolucionario (Español) Oresta López Pérez (El Colegio de San Luis)
Apprendre à lire le temps qu'il fait (Français) Denise Bernuzzi de Sant'Anna (Pontifícia Universidade Católica de São Paulo)	Education et la fin de la nature – de Rousseau à Arendt (Français) José Luís Câmara Leme (Universidade Nova de Lisboa)	Environmental education: from ethics to aesthetics (English) Davide Scarso (Universidade Nova de Lisboa)	<b>4.4 MULTILINGUAL PANEL NATURE ET ÉCOLOGIE: L'ÉDUCATION MISE AU DÉFI PAR L'ANTHROPOCÈNE</b> Apprendre à lire le temps qu'il fait (Français) Denise Bernuzzi de Sant'Anna (Pontifícia Universidade Católica de São Paulo)	Education et la fin de la nature – de Rousseau à Arendt (Français) José Luís Câmara Leme (Universidade Nova de Lisboa)	Environmental education: from ethics to aesthetics (English) Davide Scarso (Universidade Nova de Lisboa)	<b>4.5 MULTILINGUAL PANEL NATUR UND ERZIEHUNG „ANORMALER“ KINDER IM 19. UND 20. JAHRHUNDERT</b> Chair: Patrick Bühl (Pädagogische Hochschule der Fachhochschule Nordwestschweiz)	„Heilung“ des „psychopathischen“ Kindes durch die Natur (Deutsch) Nina Balcar (Universität Bremen)	Miniaturen einer vermeintlich spezifischen Natur des erziehungsschwierigen Kindes. Das Wissensarchiv der Heil- und Heimerziehung: Die Mündel- und Krankenakte (Deutsch) Michaela Ralsler (Universität Innsbruck), Flavia Guerrini (Universität Innsbruck), Ulrich Leitner (Universität Innsbruck)	Natur und Erziehung „geistesschwacher“ Kinder um 1900 in der Schweiz (Deutsch) Michèle Hofmann (Pädagogische Hochschule der Fachhochschule Nordwestschweiz)	
„Heilung“ des „psychopathischen“ Kindes durch die Natur (Deutsch) Nina Balcar (Universität Bremen)	„Heilung“ des „psychopathischen“ Kindes durch die Natur (Deutsch) Nina Balcar (Universität Bremen)	Natur und Erziehung „geistesschwacher“ Kinder um 1900 in der Schweiz (Deutsch) Michèle Hofmann (Pädagogische Hochschule der Fachhochschule Nordwestschweiz)	Natur und Erziehung „geistesschwacher“ Kinder um 1900 in der Schweiz (Deutsch) Michèle Hofmann (Pädagogische Hochschule der Fachhochschule Nordwestschweiz)	Turning a deaf ear to the past: Reconstructing the soundscape of the Belgian method of speech training, 1906–1945 (English) Pieter Verstraete (Katholieke Universiteit Leuven)	Wider die Natur - Die Lautspracherziehung gehörloser Kinder als fragiles Integrationsmittel (Deutsch) Vera Blaser (Universität Bern)	Wider die Natur - Die Lautspracherziehung gehörloser Kinder als fragiles Integrationsmittel (Deutsch) Vera Blaser (Universität Bern)	Wider die Natur - Die Lautspracherziehung gehörloser Kinder als fragiles Integrationsmittel (Deutsch) Vera Blaser (Universität Bern)	Retour sur les relations complexes entre pédagogues et réseaux naturo théosophiques du Trait d'Union pendant l'Entre-deux-guerres. La rencontre de l'Education Nouvelle et des maîtres du naturisme au tour des liens et enjeux entre éducation et nature (Français) Xavier Riondet (Université de Lorraine), Bérengère Kolly (Université Paris Est Créteil)	La nature chez les théosophes, une matrice pour les pédagogues d'éducation nouvelle? (Français) Sylvain Wagnon (Université de Montpellier)	
La nature chez les théosophes, une matrice pour les pédagogues d'éducation nouvelle? (Français) Sylvain Wagnon (Université de Montpellier)	La nature chez les théosophes, une matrice pour les pédagogues d'éducation nouvelle? (Français) Sylvain Wagnon (Université de Montpellier)	L'École Freinet: l'histoire d'un "milieu" paysagé pour l'action éducative (Français) Frédérique Marie Prot (Université de Lorraine), Henri Louis Go (Université de Lorraine)	Discovering the Nature between Science and Poetry: Pierina Boranga (1891-1983), Pioneer of the Environmental Education in Italy (English) Letterio Todaro (Università di Catania)	Le milieu transforme la nature. L'approche vygotskienne historicoculturelle du développement de l'enfant (Français) Bernard Schneuwly (Université de Genève, ERHISE), Rita Hofstetter (Université de Genève, ERHISE)	Nature et internationalisme au sein du Bureau International d'Education (B.I.E) (Français) Cécile Boss (Université de Genève), Emeline Brylinski (Université de Genève)	Nature et internationalisme au sein du Bureau International d'Education (B.I.E) (Français) Cécile Boss (Université de Genève), Emeline Brylinski (Université de Genève)	Nature et internationalisme au sein du Bureau International d'Education (B.I.E) (Français) Cécile Boss (Université de Genève), Emeline Brylinski (Université de Genève)	Le milieu transforme la nature. L'approche vygotskienne historicoculturelle du développement de l'enfant (Français) Bernard Schneuwly (Université de Genève, ERHISE), Rita Hofstetter (Université de Genève, ERHISE)	Nature et internationalisme au sein du Bureau International d'Education (B.I.E) (Français) Cécile Boss (Université de Genève), Emeline Brylinski (Université de Genève)	
Discussant: Vera Moser (Humboldt-Universität zu Berlin)	Discussant: Vera Moser (Humboldt-Universität zu Berlin)	Discussant: Vera Moser (Humboldt-Universität zu Berlin)	Discussant: Vera Moser (Humboldt-Universität zu Berlin)	Discussant: Vera Moser (Humboldt-Universität zu Berlin)	Discussant: Vera Moser (Humboldt-Universität zu Berlin)	Discussant: Vera Moser (Humboldt-Universität zu Berlin)	Discussant: Vera Moser (Humboldt-Universität zu Berlin)	Discussant: Frédéric Mole (Université de Genève, ERHISE)	Discussant: Frédéric Mole (Université de Genève, ERHISE)	

**THURSDAY** August 30      **2:00 - 3:30**

SESSION  
ROOM

**5**  
**5.1 SWG GROWING UP IN OUT-OF-HOME CARE (2/2)**  
1.308 Chair: Jeroen J. H. Dekker (Rijksuniversiteit Groningen)

Assessment and classification: the impact of the expertise in special needs education on governing the difficult child (English)  
Markus Bossert (FHNW, Olten), Gisela Hauss (FHNW, Olten)

A growing international preference for foster care (English)  
Lieselot De Wilde (Universiteit Gent)

Armenian Genocide Orphans between Conversion and Confession (English)  
Nazan Maksudyan (Leibniz-Zentrum Moderner Orient, Berlin)

Room for doubt. Placing children in out-of-home care in The Netherlands between 1945 and 2005 (English)  
Marieke Dekker (Rijksuniversiteit Groningen)

**5.2 SWG REFORPRO: REFORMISM(S), PROGRESSIVISM(S), CONSERVATISM(S) IN EDUCATION (1/3)**  
THE DEBATE ABOUT PROGRESSIVISM IN SEVERAL POLITICAL AND EDUCATIONAL CONTEXTS  
Chairs: Frédéric Mole (Université de Genève), André Robert (Université Lumière Lyon 2)

Looking for the Internal Coherence of Junior High School Teachers' Progressivism: a Comparison between France and Finland (Français)  
Yann Forestier (CAREF – EA 4697)

Do teachers learn to innovate or to preserve? Some reforms and educational practices in Portugal (1969-2014) (Français)  
Raquel Pereira Henriques (Universidade Nova de Lisboa)

Structure and breakdown(s) in the educational debate in Brazil after the impeachment: A discourse analysis of Paulo Freire's defenders, of the conservative right-wing offences and of the educational avant-garde progressivism (Français)  
Ouassama Naouar (Universidade Federal de Pernambuco)

Educating to democracy, between Progressivism and Conservatism (Français)  
Dominique Ottavi (Université Paris Ouest-Nanterre-La Défense)

Sérgio Niza and the "cooperative self-training": Reflections on the trajectory of a Portuguese educator and his project for teacher training, within the scope of the portuguese modern school movement (Français)  
Joaquim Pintassilgo (Universidade de Lisboa), Alda Namora (Universidade de Lisboa)

**5.3 SWG MIGRANTS, MIGRATION AND EDUCATION (2/3)**  
1.601 TEXTUAL SOURCES, PEDAGOGICAL METHODS AND MIGRATION

Imperial Childhoods and Colonial School Architecture: European Children's Schooling Experience in Hong Kong 1881-1941 (English)  
Meng (Stella) Wang (University of Sydney)

Émigrés' Elementary Textbooks as a Source for the HE: the Russian Case of the 1920s (English)  
Vitaly Bezrogov (Institut Strategii Razvitiya Obrazowaniya RAO), Natalya Barannikowa (Academy of Social Management)

Migration and Common Schooling in Urban America: Educating Newcomers in Boston and Cincinnati, 1820s-1860s (English)  
Paul J. Ramsey (Eastern Michigan University)

**5.4 SWG TOUCHING BODIES IN SCHOOL (1/3)**  
1.103 NATURE AND BODIES IN MOVEMENT: EDUCATIONAL DEBATES AND PRACTICES

Interdependent Rehabilitation of Disabled Bodies and Deformed Nature: Re-Education of Belgian and French Physically Disabled Great War Soldiers into Rural Labourers (1914-1925) (English)  
Marisa De Picker (Katholieke Universiteit Leuven)

Travelling Body: The Educational Tour of Girls in Modern China (1910-1940) (English)  
Zhou Na (Central China Normal University), Zhou Hongyu (Central China Normal University)

Körper- und Gegenständedarstellung Im Bildungsprojekt der lutherischen Missouri-Synode in Brasilien (Deutsch)  
Patrícia Weiduschadt (Universidade Federal de Pelotas)

**5.5 SYMPOSIUM KONZEpte VON NATUR UND NATÜRLICHKEIT IM DISKURS UM DIE ERNEUERUNG DES LEBENS UND DER ERZIEHUNG – HISTORISCHE, SYSTEMATISCHE UND AKTUELLE PERSPEKTIVEN (SCHWERPUNKTE: LEBENSREFORM UND REFORMPÄDAGOGIK) (1/3)**  
1.406 LEBENSPHILOSOPHISCHE GRUNDLAGEN, NATURÄSTHETIK IN LITERATUR UND MUSIK,UTOPIEN  
Convenors: András Németh (ELTE Eötvös Loránd University), Ehrenhard Skiera (Europa-Universität Flensburg, ELTE-Universität Budapest)

Natürlichkeit als zentrale Bezugsgröße in Lebensreform und Reformpädagogik – Über den Zusammenhang von „gutem“ Leben und „wahrer“ Erziehung (Deutsch)  
Ehrenhard Skiera (Europa-Universität Flensburg, ELTE-Universität Budapest)

Das Dorf als rettende Gegenwelt – Utopische Konzepte in der ungarischen Literatur der Zwischenkriegszeit (Deutsch)  
Beatrix Vincze (ELTE Eötvös Loránd University)

En proximité de la Lebensreform: la danse liquide de l'eau en D'Annunzio et Debussy. Une education littéraire et musicale pour la fusion avec la nature (Français)  
Leonardo Accone (Università degli Studi di Salerno)  
Discussant: Christine Mayer (Universität Hamburg)

**5.6 SYMPOSIUM HOW NATURE IS GIVEN NAMES: THE INTERNATIONAL EMERGENCE OF EDUCATIONAL SCIENCES IN THE POST WORLD WAR TWO YEARS (2/3)**  
1.501 GIVING PEOPLE AND SOCIETY “NATURE”: FABRICATING COLLECTIVE BELONGING  
Chair: Thomas S. Popkewitz (University of Wisconsin-Madison)

United States Comparative Education: The Changing “Nature” Given to Society and Nations in the Challenges of the Cold War (English)  
Miguel A. Pereyra (University of Granada)

Progressivism, National Awakening and the Social Engineering of the Welfare State Education System in Post WWII Denmark (English)  
Mette Buchardt (Aalborg University), Maja Plum (University of Copenhagen)

Entrepreneurial “Nature,” “(Under-) Developed Societies,” and Social Sciences in the Post-World War II Era in the US (English)  
Mariam Sedighi (University of Wisconsin-Madison)

The Otherness of the "Adolescents". Historicizing E-generation as a New Kind of Human in the Taiwanese Curriculum Reform (English)  
Kai-Jung Hsiao (University of Wisconsin-Madison)

Discussant: Lynn Fendler (Michigan State University), Noah W. Sobe (Loyola University Chicago)

- 5.7 SWG MAPPING THE DISCIPLINE HISTORY OF EDUCATION (3/4)**  
**1.102 BECOMING GLOBAL? HOW ARE HISTORY OF EDUCATION JOURNALS CHANGING?**  
 Chairs: [Rebecca Rogers \(Paris Descartes University\)](#), [Gary McCulloch \(UCL Institute of Education\)](#)
- Are we all transnational now? Disciplinary norms and networks in history of education journals-the case of Australia (English)  
[Julie McLeod \(University of Melbourne\)](#), [Helen Proctor \(University of Sydney\)](#),  
[Tamson Pietsch \(University of Technology Sydney\)](#)
- The impact of internationalisation on History of Education journals. Empirical evidence and critical reflections (English)  
[José L. H. Huerta \(University of Valladolid\)](#), [Andrés P. Rico \(University of Valencia\)](#)
- The Processes of Internationalization of Periodicals on History of Education in Brazil (1997-2016) (English)  
[Maria H. C. Bastos \(Pontifícia Universidade Católica do Rio Grande do Sul\)](#), [Décio J.R. Gatti \(Universidade Federal de Uberlândia\)](#), [José G. Gondra \(Universidade do Estado do Rio de Janeiro\)](#),  
[Carlos E. Viera \(Universidade Federal do Paraná\)](#)
- “Clio’s Interpretative Framework for a Larger Landscape of History of Education: Disciplinary Journals, Introspective and Exploratory Forays” (English)  
[Jean-Pierre V. M. Hérubel \(Purdue University\)](#)
- Mapping the History of Education in Brazil and Canada: two Academic Journals, between the Specificity of the Local and the Globalization of the Area (English)  
[Marisa Bittar \(Federal University of São Carlos\)](#) & [Thérèse Hamel \(Université Laval\)](#)
- Discussants: [Rebecca Rogers \(Paris Descartes University\)](#), [Gary McCulloch \(UCL Institute of Education\)](#)
- 5.8 SYMPOSIUM CULTIVATING CHILDREN AND YOUTH: TRANSNATIONAL EXPLORATIONS OF THE URBAN AND THE NATURAL (2/4)**  
**1.401 Convenors: Tim Allender (University of Sydney), Inés Dussel (DIE-CINVESTAV), Ian Grosvenor (University of Birmingham), Karin Priem (University of Luxembourg)**
- Natura et urbis in the socio-educational renovation of the Barcelona City Council (1909-1933) (English)  
[Francisca Comas Rubí \(Universitat de les Illes Balears\)](#),  
[Sara González Gómez \(Universitat de les Illes Balears\)](#)
- Cultivating an ‘earthly paradise’: nature, informal education, and citizenship in Birmingham, 1910s-1940s (English)  
[Siân Roberts \(University of Birmingham\)](#)
- Urban Parks, a failed expression of the pedagogical modelling through the nature? A case-study based in historical Parks of Birmingham and Barcelona (English)  
[Raquel Cercós \(Universitat de Barcelona\)](#), [Karina Rivas \(Universitat de Barcelona\)](#),  
[Eulàlia Colleldemont \(Universitat de Vic\)](#)
- Discussants: [Martin Lawn \(University of Oxford\)](#), [Kate Rousmaniere \(Miami University\)](#)
- 5.9 PREFORMED PANEL CONFUCIANISM IN/AND HISTORY OF EDUCATION**  
**1.504 Confucianism in Education and State Formation in Republican China (1911-1949): A study of primary school civics curriculum (English)**  
[Yeow-Tong Chia \(University of Sydney\)](#)
- Traditional Chinese Primer San Zi Jing and the Nature of Children (English)  
[Yi Sun \(Beijing Normal University\)](#)
- Combination of Militarism and Confucianism: the “new” ethics in the New Life Movement (English)  
[Xueyuan Han \(Georg-Eckert Institut for International Textbook Research\)](#)

- 5.10 PREFORMED PANEL THE CULTURE OF CONVENT SCHOOLING IN THE LONG NINETEENTH CENTURY: THE NATURAL ORDER V. EDUCATION CHANGE**  
**1.205**
- ‘There’s something about a convent girl’: Loreto convent schools, female identity and academic ambition (English)  
[Deirdre Raftery \(University College Dublin\)](#), [Ruth Ferris \(University College Dublin\)](#)
- A Tale of Two Loretto: Delivering Education to Girls and Young Women in the Long Nineteenth Century (English)  
[Elizabeth Smyth \(University of Toronto\)](#)
- The nature of the child in the educational thinking and practice of Mother Cabrini and Maria Montessori (English)  
[Maria Patricia Williams \(UCL Institute of Education\)](#)
- Culture and curriculum in Irish convent schools: Presentation education, 1850-1950 (English)  
[Catriona Delaney \(University College Dublin\)](#), [Catherine Nowlan-Roebeck \(University College Dublin\)](#)
- 5.11 PANEL NATURE, SPACE AND LANDSCAPE**  
**1.201 Chair: Fanny Isensee (Humboldt-Universität zu Berlin)**
- That dam curriculum: Soviet influence on textbook representations of nature, technology, and hydroelectric power in the North American West, 1930-1943 (English)  
[Michael William Bowman \(Iowa State University\)](#)
- The Nature Image in Anatolian Seljuks Madrasahs (English)  
[Tolga Bozkurt \(Ankara University\)](#)
- Building schools in the forest. The Guinean liberation movement experience between 1963 and 1974 (English)  
[Sónia Vaz Borges \(The Graduate Center, City University of New York\)](#)
- Education, nature and local historical patrimony: The project “Rescued Memories” (English)  
[Ana Madeira \(Universidade de Lisboa\)](#)
- 5.12 PANEL NATURE AND THE NATION (1)**  
**1.505 Chair: Johannes Westberg (Örebro University)**
- Nature’s Role in Nationalist Education: The Hebrew Case (English)  
[Yair Seltenreich \(Tel Hai College\)](#)
- Education Abroad as science-based nation-state building in late 19th- and early 20th-century Denmark and China (English)  
[Jin Hui Li \(Aalborg University\)](#)
- Making Poles more Western in the Far East: The Sienkiewicz High School in Harbin, 1915-1949 (English)  
[Klaus Dittrich \(The Education University of Hong Kong\)](#)
- 5.13 PANEL TEACHING NATURE AND THE SCIENCES (4)**  
**1.402 Chair: John Allison (Nipissing University)**
- Electricity captures schools – interdependencies between technological progress and its implementation to school knowledge in Natural Sciences in Switzerland in the second half of the 19th century (English)  
[Karin Manz \(University of Applied Sciences and Arts Northwestern Switzerland\)](#)
- The role of nature in health education in Hungary (English)  
[Henriette Pusztafalvi \(University of Pecs\)](#)
- Ramon Rosa: la enseñanza positiva y su legado en el impreso pedagógico hondureño La Instrucción Primaria (Español)

Andres Eduardo Garcia Lainez (Universidad Pedagógica Nacional Francisco Morazan of Honduras, Universidad do Estado do Rio de Janeiro)

**5.14 PANEL EDUCATION AND THE OUTDOORS (1)**  
Chair: Simonetta Polenghi (Università Cattolica del Sacro Cuore)

Rivers as Places for Educational and Body Practices: Amusements and Sports in the City of São Paulo (Brazil, 1899-1940) (English)  
Daniele Carqueijeiro Medeiros (State University of Campinas)

Francisco Giner and the Outdoor Education: About the excursions of the «Institución Libre de Enseñanza» in Madrid (English)  
Eugenio Otero Urtaza (University of Santiago de Compostela)

From school gardens to agriculture classes through entangled history:  
Hebrew education in Eretz-Israel (1886-1914) (English)  
Tali Tadmor-Shimony (Ben Gurion University), Nirit Raichel (Kinneret Academic College, Gordon College)

Die „Wald- und Naturschule“ von E. Storch- die Eubiotik als Mittel für die Schul- und Lebensreform in der Tschechoslowakei 1918-38 (Deutsch)  
Tomas Kasper (Technical University of Liberec)

**5.15 PANEL NATURE AS AN ARGUMENT (1)**  
Chair: Attila Nóbik (University of Szeged)

“Without Him Was Not Anything Made.“ Twentieth-Century Christian Dominionism and Public Education in the US (English)  
Kellee King (University of North Texas)

The More Natural Schoolteacher: Nature as argument in the fights between teacher cultures in Denmark and Norway 1880-1950 (English)  
Jesper Eckhardt Larsen (University of Oslo)

**5.16 PANEL NATURE AND MEDIA EDUCATION**  
Chair: Jona Garz (Humboldt-Universität zu Berlin)

La “lección del músculo“. La fiesta del día de la Educación Física en el noticiero cinematográfico “Sucesos Argentinos“ durante el peronismo (Español)  
Eduardo Galak (CONICET/UNLP-IdIHCS)

The Pedagogical Value of the Natural World in Charlotte Smith’s Miscellany Collections for Young Girls (English)  
Begoña Lasa (University of A Coruña)

Brazil in the National Geographic magazine (1888-2000): nature, civilization and culture (English)  
Marcelo Lapuente Mahl (Universidade Federal de Uberlândia)

Educational Films and Teaching Knowledge of Nature to the Mass in Republican China Period (1927-1949) (English)  
Kaiyi Li (Technische Universität Braunschweig)

**5.17 PANEL ‘FORMING’ NATURE**  
Chair: Kira Mahamud Angulo (Universidad Nacional de Educación a Distancia)

Forming children’s spiritual nature by radio and ,Radiovision‘: collective worship and the methodological challenges of the intermedial (English)  
Stephen G. Parker (University of Worcester)

Luis Diego Cuscoy y sus propuestas educativas naturalistas:  
más emociones que contenidos, más razones que imposiciones (Español)  
Manuel Ferraz Lorenzo (Universidad de La Laguna)

El higienismo y la configuración de una pedagogía especial para los “anormales“ (Español)  
Monica C. M. Kassar (Universidade Federal de Mato Grosso do Sul)

The nature and development of the child at the conception of the Casas da Criança (English)  
Luís Mota (University of Coimbra), António Gomes Ferreira (University of Coimbra),  
Carla Vilhena (University of Algarve)

**5.18 PREFORMED PANEL “CLOSER TO NATURE“? RURAL SCHOOLS AND EDUCATION POLICIES IN A COMPARATIVE PERSPECTIVE (AUSTRIA, FRANCE, MEXICO, PORTUGAL, XIXTH CENTURY - XXTH CENTURY)**

Convenors: José António Afonso (Instituto de Educação/CleD - Universidade do Minho), Adelina Arredondo (Universidad Autónoma del Estado de Morelos), Julien Cahon (UPJV), Ismail Ferhat (UPJV), Bruno Poucet (Université de Picardie Jules Verne), Wilfried Göttlicher (Universität Wien)

Public and private rural education for girls in the nineteenth century:  
the example of the Somme (Français)  
Bruno Poucet (Université de Picardie Jules Verne)

Rural schools in Portugal - perplexities, impasses and challenges in the republican period (1910-1926) (Français)  
José António Afonso (Instituto de Educação/CleD - Universidade do Minho)

The place of nature in the “Mexican Rural School” (Español)  
Adelina Arredondo (Universidad Autónoma del Estado de Morelos)

Rural space as a natural space. Topoi on the educational qualities of rural space in the discourse on rural school reform in Austria, 1920-1960 (English)  
Wilfried Göttlicher (Universität Wien)

Rural education and local public policies (1950s-1990s): the example of the French region of Picardie (Français/ English)  
Julien Cahon (UPJV), Ismail Ferhat (UPJV)

## THURSDAY August 30 4:00 - 5:30

### SESSION 6

**6.1 PANEL ROUSSEAU’S NATURE**  
Chair: Esbjörn Larsson (Uppsala University)

Antonio Gramsci’s critique of J. Jacques Rousseau’s pedagogic spontaneism (English)  
Chiara Libera Meta (Università degli Studi Roma Tre)

Society, Education, and Nature in Rousseau: the narratives disseminated in the History of Education course manuals in Brazil from 1939 to 2010 (English)  
Décio Gatti Júnior (Universidade Federal de Uberlândia), Giseli Cristina do Vale Gatti (Universidade de Uberaba)

“Thrown upon the waves“: an education of nature on Rousseau’s principles near Epping Forest, 1760s-1790s (English)  
Mary Clare Hewlett Martin (University of Greenwich)

Education, Body and Nature in Rousseau’s Emile (English)  
Rachel Ramos Souza (University of Campinas)

**6.2 PANEL NATURE, EDUCATION AND HEALTH**  
Chair: Antonio Francisco Canales Serrano (Universidad de La Laguna)

Education and nature: the „school huts“ in the Roman countryside in the first decades of the 20th century between literacy and fight against the malary (English)

Maura Di Giacinto (University Roma Tre)

Éducation à la santé des enfants et des jeunes sur le territoire polonais au tournant des XIXe et XXe siècles – la théorie et la pratique pédagogiques (Français)  
Danuta Apanel (Pomeranian University in Slupsk)

Building a Better Environment for Children's Development: Teachers, Nature, and New Pedagogies in the Modernization of the School in Argentina (English)  
Sabrina Gonzalez (University of Maryland)

Nature, nutrition and education: The Ministry of Food, the Board of Education, and school meals in England, 1940-1945 (English)  
Gary James McCulloch (UCL Institute of Education)

**6.3 PANEL NATURAL AND SOCIAL EVOLUTIONS**  
1.205 Chair: Michaela Vogt (Bielefeld University)

Nature and the Dawn of Civilization in Ancient Nigeria (English)  
Ojebiyi Olufemi Adesola (Obafemi Awolowo University)

Nature as principle and science as way: Herbert Spencer's appropriations in the Portuguese-Brazilian axis (1861-1886) (English)  
José Gonçalves Gondra (State University of Rio de Janeiro), Paulo Rogerio Marques Sily (State University of Rio de Janeiro), Fernanda Fontes do Amaral (State University of Rio de Janeiro)

Exilés, émigrés ou missionnaires: le clergé étranger au Brésil et leurs entreprises éducationnelles.  
Défis théoriques et méthodologiques pour la compréhension de l'histoire de l'Éducation au Brésil (Français)  
Guilherme Ramalho Arduini (Instituto Federal de São Paulo), Agueda Bernardete Bittencourt (Universidade Estadual de Campinas)

**6.4 PANEL NATURE AND TEXTBOOKS (1)**  
1.308 Chair: Nelleke Bakker (University of Groningen)

Nature Original and Translated: German and Russian Textbooks on Natural History in the late 18th century (English)  
Vitaly Bezrogov (Institut Strategii Razvitiya Obrazovaniya), Mariya Tendryakova (Institut Etnologii i Anthropologii)

Evaluation of textbook that the "Life Science Teaching by Picture" in terms of children and nature in 1930s (English)  
Hamide Kılıç (Istanbul University), Betül Batır (Istanbul University)

Connecting the student to his natural environment through textbooks of natural sciences in Greece from the 19th to the beginning of the 20th century (English)  
Efstratios Theodoros Vacharoglou (Aristotle University of Thessaloniki), Aikaterini Peleki (Hellenic Open University)

Nature and Education in Eastern Contexts — The Natural Education Thought of China's Pre-Qin (2100 –221.B.C.) Taoist Zhuangzi (English)  
Shujuan Yu (Jiangnan University)

**6.5 PANEL NATURE AS AN ARGUMENT (2)**  
1.401 Chair: Pablo Toro Blanco (Universidad Alberto Hurtado)

Nature as an argument? The reception of aptitude testing in Germany, Sweden and Chile (1960-2010) (English)  
Cristina Alarcón (Humboldt-Universität zu Berlin)

Evolucionismo natural, evolucionismo moral y evolucionismo material en la prensa brasileña del siglo XIX (Español)

Alessandro Santos da Rocha (Universidade Estadual de Maringá),  
Italo Ariel Zanelato (Universidade Estadual de Maringá)

La naturaleza como concepto educativo en crisis en el escolanovismo argentino: el caso de La Obra. Revista de Educación (1921-1930) (Español)  
Ana Paula Saab

**6.6 PANEL NATURE, RURAL SCHOOLS AND RURAL EDUCATION (1)**  
1.405 Chair: Johannes Westberg (Örebro University)

Education and Nature in the active school program: appropriation of the theme within rural schools in the State of Espírito Santo, Brazil (1928-1930) (English)  
Rosianne Campos Berto (Federal University of Espírito Santo)

La formación del pequeño trabajador rural en el Cathecismo de agricultura de Antonio de Castro Lopes (1869) (Español)  
Suzana Lopes (Instituto Federal de Educação de Goiás, Universidade de São Paulo), Elizangela Alves da Silva Moraes (Instituto Federal de Educação de Goiás)

The farm as a site of reformation and civilisation of children in early twentieth century Australia (English)  
Clarissa Carden (Griffith University)

Between education and work: childhood construction in rural space of the North Western province of Russian Empire at the turn of the 19/20th. centuries (the case of Eastern Latvia) (English)  
Arnis Strazdins (University of Latvia)

**6.7 PANEL NATURE: IDEAS AND EMBODIMENTS**  
1.501 Chair: Kari Dehli (University of Toronto)

'Tone' in elementary school teacher training in England at the turn of the 20th century: The case of the Hucknall-Torkard Pupil Teacher Centre (English)  
Yukiko Matsumoto (The Health Sciences University of Hokkaido)

The food discourse about the maternal role. Tensions in the notes and advertisements of the Argentine newspaper La Nación, at the end of the 19th century and the beginning of the 20th (English)  
Silvia María Aletti (Universidad de San Andrés)

Full time Integral education in Brazil: an education for human nature? (English)  
Marcela Paolis (Universidade de Brasília)

**6.8 PANEL NATURE AS AN EDUCATIONAL CONTENT**  
1.601 Chair: Klaus Dittrich (The Education University of Hong Kong)

Educating the public on nature and the environment: the case of Rachel Carson (English)  
Ruth Watts (University of Birmingham)

Systems of production in the teaching of Natural Sciences with object lesson textbooks. Spain, 1940-1975 (Español)  
Ana María Badanelli (UNED), Cecilia Valbuena (UNED)

Representaciones y ámbitos entre el mundo natural y el mundo social en libros de texto en México. Hacia la formación de la naturaleza humana en el siglo XX (Español)  
Antonio Padilla Arroyo (Universidad Autónoma del Estado de Morelos)

Real Gymnasium and its Importance in the Context of Rebirth of Poland in 1918 – Poznań Case (English)  
Justyna Dorota Gulczynska (Adam Mickiewicz University)

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|-------------|---|---|
| <b>6.9</b>  | <b>PANEL EDUCATION AND NATURE: POLITICAL DIMENSIONS</b>   | Natural Law immanentism vs. mechanistic conceptions of life: Biological theories, institutionalization of Pedagogy and low-high pedagogies in late 19th and early 20th C. Spain (English)   |
| 1.103       | Chair: Marianne Helfenberger (Universitäre Fernstudien Schweiz)<br><br>January 1993 – The Founding Meeting of Education International (English)<br>Harry Smaller (York University)  |   |
|             | Nature and Nurture in the 1950s. Dutch Research on Potential of Working Class Youth (1948-1960) (English)<br>Hilda Trijntje Alida Amsing (University of Groningen)  |   |
|             | Estética escolar y construcción de una „naturaleza nacional“ en la escuela Argentina moderna (Español)<br>Pablo Pineau (Universidad de Buenos Aires)  |   |
|             | La escuela rural mexicana. Un proyecto para incorporar la niñez rural a la cultura moderna en los inicios del siglo XX (Español)<br>Monica del Carmen Meza-Mejía (Universidad Panamericana)   |   |
| <b>6.10</b> | <b>PANEL NATURE AS AN EDUCATIONAL CONTEXT (1)</b>   | Mensch – Schatzsucher – Kaulquappe: Ansichten über die kindliche Natur in alternativen pädagogischen Konzeptionen am Ende der sozialistischen Ära in Ungarn (Deutsch)   |
| 1.402       | Chair: Jane Weiß (Humboldt-Universität zu Berlin)<br><br>Education, outdoor life and amusement activities on the coast of Fortaleza between 1900 and 1930 (English)<br>Nara Romero Montenegro (Universidade Estadual de Campinas)   | Judit Langer-Buchwald (Eötvös Loránd University)  |
|             | Natur in den Freizeitaktivitäten von Gymnasien in Ungarn (1867–1918) (Deutsch)<br>Magdolna Rébay (University of Debrecen)   | “Life phase“, “Life stage“, “Life age“ – Emergence and tensions of a differentiated age gradation in the German pedagogical discourse, 1790-1930 (English)  |
|             | The main dimensions of field/nature trips that can be drawn from the history of Zionist and Israeli education (1888-2017) (English)<br>Yuval Dror (Tel Aviv University)   | Daniel Töpper (Humboldt-Universität zu Berlin)  |
|             | Shaping nature in „World and Environmental Studies“ for lower secondary education. Curriculum reform and educational media development beyond disciplinary frontiers in a period of educational reform in Germany (1960ies – 1970ies) (English)<br>Steffen Sammler (Georg Eckert Institute for International Textbook Research) |   |
| <b>6.11</b> | <b>PANEL CONSTRUCTING NATURE IN EDUCATIONAL SETTINGS AND MATERIALS</b>  | <b>PANEL NATURE AND TECHNOLOGIES OF SCHOOLING</b>   |
| 1.403       | Chair: Marc Depaepe (Katholieke Universiteit Leuven)<br><br>The Illustrated Albums of the Interior of São Paulo: Incarnated Modernity (English)<br>Raquel Discini Campos (Universidade Federal de Uberlândia)   | Chair: Thomas Koinzer (Humboldt-Universität zu Berlin)<br><br>Die Rolle der deutsch- und ungarnsprachigen Lesebücher bei der Vermittlung der Realien in den Elementarschulen im 19. Jahrhundert (Deutsch)   |
|             | Nature as an open and progressive construction: a pre-condition of education and a requirement of didactical experiences (English)<br>Luciana Bellatalla (University of Ferrara)  | Martin Méreg (University of Pécs)   |
|             | Les savoirs et pratiques naturels et la définition d'une « pédagogie de terrain » en histoire en contexte camerounais (Français)<br>Meboma Ntouala Arnold Sosthene (Université de Yaoundé)  | School gardening as an educative tool in a colonial context (English)<br>Kay Whitehead (Flinders University)  |
|             | Nature as a Way and Educational Theme of Brazilian's Child on the Almanach Do Tico-Tico Pages (English)<br>Maria Zelia Maia Souza (Juiz de Fora Federal University)   | Searching For Home (English)<br>Shabina Aslam (University of Huddersfield)  |
| <b>6.12</b> | <b>PANEL NATURE AS AN EDUCATIONAL IDEA (3)</b>  | <b>PANEL NATURALIZING THE SOCIAL</b>  |
| 1.404       | Chair: Rosa Bruno-Jofré (Queen's University)<br><br>La dialectique du Retour à la Nature dans la pensée éducative sioniste au début du XXème siècle (Français)<br>Yehuda Bitty (Herzog Academic College)  | Chair: Zoltán András Szabó (Eötvös Loránd University)<br><br>Coloniser and the Colonised? Nature of interaction in India in the field of Education (English)  |
|             | Pour une éducation esthétique au sens de la Nature. Ce qu'on entend sur la montagne de V. Hugo entre littérature et musique (Français)<br>Leonardo Accone (University of Salerno)   | Till Eble (Humboldt-Universität zu Berlin)<br><br>The ‘collectivisation’ of educational communication: Changing patterns of reference concerning ‘natural’ forms of organising instruction during the institutionalisation period of public elementary schooling in Spain (1830-1900) (English) |
|             |   |   |
| <b>6.13</b> | <b>PANEL NATURE AND EDUCATIONAL ANTHROPOLOGY</b>  |   |
| 1.406       | Chair: Angelo Van Gorp (University of Koblenz-Landau)<br><br>„Wie einen feinen jungen Baum, der Frucht tragen könnte“: human nature, natural and social order, and the potentialities of education in Martin Luther's educational writings (English)<br>Luana Salvarani (Università di Parma)                                   |   |
|             |   | Mensch – Schatzsucher – Kaulquappe: Ansichten über die kindliche Natur in alternativen pädagogischen Konzeptionen am Ende der sozialistischen Ära in Ungarn (Deutsch)   |
|             |   | Judit Langer-Buchwald (Eötvös Loránd University)  |
|             |   | “Life phase“, “Life stage“, “Life age“ – Emergence and tensions of a differentiated age gradation in the German pedagogical discourse, 1790-1930 (English)  |
|             |   | Daniel Töpper (Humboldt-Universität zu Berlin)  |
|             |   |   |
| <b>6.14</b> | <b>PANEL NATURE AND TECHNOLOGIES OF SCHOOLING</b>   |   |
| 1.502       | Chair: Thomas Koinzer (Humboldt-Universität zu Berlin)<br><br>Die Rolle der deutsch- und ungarnsprachigen Lesebücher bei der Vermittlung der Realien in den Elementarschulen im 19. Jahrhundert (Deutsch)   |   |
|             | Martin Méreg (University of Pécs)   |   |
|             | School gardening as an educative tool in a colonial context (English)<br>Kay Whitehead (Flinders University)  |   |
|             | Searching For Home (English)<br>Shabina Aslam (University of Huddersfield)  |   |
| <b>6.15</b> | <b>PANEL NATURALIZING THE SOCIAL</b>  |   |
| 1.506       | Chair: Zoltán András Szabó (Eötvös Loránd University)<br><br>Coloniser and the Colonised? Nature of interaction in India in the field of Education (English)  |   |
|             | Parimala V. Rao (Jawaharlal Nehru University)   |   |
|             | The ‘collectivisation’ of educational communication: Changing patterns of reference concerning ‘natural’ forms of organising instruction during the institutionalisation period of public elementary schooling in Spain (1830-1900) (English)   |   |
|             | Till Eble (Humboldt-Universität zu Berlin)  |   |
|             |   |   |
|             |   |   |
| <b>6.16</b> | <b>PANEL NATURE AS AN EDUCATIONAL CONTEXT (2)</b>   |   |
| 1.102       | Chair: Felicitas Acosta (Universidad Nacional de General Sarmiento)<br><br>Living and Learning on the Farm: American Higher Education agricultural residential communities (English)<br>Kate Rousmaniere (Miami University)   |   |
|             | El medio natural como entorno educativo: Las colonias escolares en el Sanatorio de Oza, A Coruña (1912-1936) (Español)<br>José Manuel Domínguez García (UNED)   |   |

Experiencias docentes en escuelas rurales multiseriales en la región del ex-contestado (Español)  
Marcia Marlene Stentzler (State University of Paraná)

Sending City Children to the Country: "Ferienkolonien" in Comparative Perspective (English)  
James Charles Albisetti (University of Kentucky)

## FRIDAY August 31 9:00 - 10:30

SESSION

**7**

### 7.1 SWG HISTORY OF LAIC EDUCATION (3/4)

ROOM 1.201 EDUCATIONAL ASSOCIATIONS AND LAIC (SECULAR) EDUCATION  
Chair: Bruno Poucet (Université de Picardie Jules Verne)

LIGA DO ENSINO NO BRASIL AND LIGA DO ENSINO MAGAZINE:  
Rui Barbosa assembles the devotees of Brazilian education (1883-1884) (English)  
María Helena Camara Bastos (Pontificia Universidad Católica de Rio Grande del Sur),  
Tatiane Ermel de Freitas (Pontificia Universidad Católica de Rio Grande del Sur)

De la laïcisation à la re-confessionnalisation de l'enseignement en Centrafrique (1962 - 1997).  
Histoire d'une relation atypique entre l'État et l'Église à travers la convention de partenariat éducatif (Français)  
Jean-Louise Yerima Banga (Université de Picardie Jules Verne)

Les syndicats enseignants français et la laïcité (1951-1989) (Français)  
Julien Cahon (Université de Picardie Jules Verne)

### 7.2 SWG OBJECTS, SENSES AND THE MATERIAL WORLD OF SCHOOLING (3/4)

1.205 VISUALIZING PAST SCHOOLS: USING MONTAGE  
Organizers: Ian Grosvenor (University of Birmingham) & Martin Lawn (University of Oxford)

### 7.3 SWG REFORPRO: REFORMISM(S), PROGRESSIVISM(S), CONSERVATISM(S) IN EDUCATION (2/3)

1.204 FRENCH POLITICAL AND EDUCATIONAL CONTROVERSIES ABOUT PROGRESSIVISM AND CONSERVATISM  
Chair: André Robert (Université Lumière Lyon 2)

Political parties and their semantic approach about the scholar reform: from the revolution to the restauration? (from post-war period to sixties) (Français)  
Isabelle Clavel (Université Bordeaux Montaigne)

"Sauver les lettres", save the school: a "left" defence of traditional education? (Français)  
Pierre Kahn (Université de Rouen)

Progressive social and political convictions looking conservative when confronted with school reforms?  
(France, Switzerland, 1900-1930) (Français)  
Frédéric Mole (Université de Genève)

Is it possible to be the opponent of reformists and progressives both? Back to some Althusserian productions about the school in the 1970s (Français)  
Xavier Riondet (Université de Lorraine)

Social conservatism and pedagogical reformism: the case of the CNGA after May 1968 (Français)  
Yves Verneuil (Université Lumière Lyon 2)

### 7.4 SWG TOUCHING BODIES IN SCHOOL (2/3)

1.103 CULTURE AND NATURE: THEORETICAL DEBATES IN EDUCATION

Touching Bodies: Utopia and Dystopia in the Elaboration of the Relation between Nature and Education (Brazil, First Decades of the 20th Century) (English)  
Cynthia Greive Veiga (Federal University of Minas Gerais)

Does Ontogenesis Reproduce Phylogenesis? The Recapitulation Theory in the Discourses of Psychology on Student Development (English)  
Ana Laura Godinho Lima (University of São Paulo)

Let's make animals our true friends. The Nature/Culture Divide in the Emotional Education of Children Attitudes towards Animals. Chile, c.1900-c.1930 (English)  
Pablo Toro Blanco (Universidad Alberto Hurtado)

### 7.5 SWG MIGRANTS, MIGRATION AND EDUCATION (3/3)

1.601 PEDAGOGUES AND CULTURAL MEDIATION

Elizabeth Cadbury, Maternal Social Work and the Foreign Element: Belgian Refugee Relief in Birmingham during the First World War (English)  
Jolien De Vuyst (Ghent University), Ilse Derluyn (Ghent University),  
Siân Roberts (University of Birmingham), Angelo Van Gorp (University of Koblenz-Landau)

Immigrant Women Teachers from Islamic Countries —Choice of a Livelihood, a Profession and a Status: (1950-1959) (English)  
Tali Tadmor-Shimony (Ben Gurion University of the Negev)

Towards a Pedagogy of Peace: A New Project that Provides Historical Perspective on the Work of Women Religious in Providing for the Education of Girls and Women (English)  
Deirdre Raftery (University College Dublin), Maria Williams (University College London),  
Makrina Finlay (Kylemore Abbey)

Sociology for school teachers in multicultural Australia (English)  
Helen Proctor (University of Sydney)

### 7.6 SYMPOSIUM KONZEPTE VON NATUR UND NATÜRLICHKEIT IM DISKURS UM DIE ERNEUERUNG DES LEBENS UND DER ERZIEHUNG – HISTORISCHE, SYSTEMATISCHE UND AKTUELLE PERSPEKTIVEN (SCHWERPUNKTE: LEBENSREFORM UND REFORMPÄDAGOGIK) (2/3)

TANZ, BEWEGUNG, KÖRPER, SPIRITUALITÄT  
Convenors: András Németh (ELTE Eötvös Loránd University),  
Ehrenhard Skiera (Europa-Universität Flensburg, ELTE-Universität Budapest)

Returning to the "clear source". Visualisation of the elements of archaic cultures and Christian habits in the early 20th century Hungarian art of movement - modern dance (mozdulatművészeti) in the pedagogical and art endeavours of new musical movements (English)  
Márk Fenyes (ELTE Eötvös Loránd), Villő Pethő (University of Szeged, Hungary)

Nature as quasi teacher: the effect of space in the natural environment on the dancer's mind (English)  
Janka Balogh (ELTE Eötvös Loránd University), András Németh (ELTE Eötvös Loránd University)

Appearence of Yoga and yogic way of life as a natural component of life reform and reform pedagogical movements (English)  
Melinda Földiné (ELTE Eötvös Loránd University), Lajos Komár (ELTE Eötvös Loránd University)

Female body between discipline and nature. Functionalism of female motor activities in Italy in the first half of XXth century (English)  
Paolo Alfieri (Università Cattolica del Sacro Cuore),  
Simonetta Polenghi (Università Cattolica del Sacro Cuore)

Discussant: Christine Mayer (Universität Hamburg)

FRIDAY



- 7.7 SYMPOSIUM HOW NATURE IS GIVEN NAMES: THE INTERNATIONAL EMERGENCE OF EDUCATIONAL SCIENCES IN THE POST WORLD WAR TWO YEARS (3/3)**  
**1.501 DIFFERENTIATING AND DIVIDING “NATURE” IN THE CULTURAL PROJECT TO INCLUDE**  
**Chair: Thomas S. Popkewitz (University of Wisconsin-Madison)**
- How the Media in the Post World War Years was Giving Intelligibility to the Co-Production of the Normal/Pathological, and Educational ‘Failure’/‘Success’ (English)  
 Gun-Britt Wärvik (University of Gothenburg), Caroline Runesdotter (University of Gothenburg), Daniel Pettersson (University of Gävle)
- How To Play During the Cold War? The Making Up of the Creative Child (English)  
 Catarina Silva Martins (University of Porto)
- Social Scientific Expertise and the Nature of the Postwar Adolescent: International Diagnoses and Local Adjustments – 1950s Australia (English)  
 Julie McLeod (University of Melbourne)
- Discussants: Lynn Fendler (Michigan State University), Noah W. Sobe (Loyola University Chicago)
- 7.8 PREFORMED PANEL ACT LIKE A MACHINE. THE CHANGING NATURE OF LEARNING FROM THE POSTWAR SOLDIER TO THE CYBERNETIC COUNTERCULTURE**  
**1.308**
- The Problem of Learning in Military Training: The Reception of Programmed Instruction in the Swiss Army (English)  
 Eneia Dragomir (Philipps-Universität Marburg)
- Machines to model human learning? Yes, indeed! (English)  
 Barbara Emma Hof (University of Zurich)
- Humans to model learning-machines? Yes, indeed! (English)  
 Jan Müggenburg (Leuphana Universität Lüneburg)
- Discussant: Frederik Herman (FHNW Fachhochschule Nordwestschweiz)
- 7.9 PREFORMED PANEL NATURE, CULTURE, AND UNIVERSALISM: NEW EDUCATION AND INDIA (1920S-1950S)**  
**1.102 Chair: Marcelo Caruso (Humboldt-Universität zu Berlin)**
- The ‘natural determination’ of India: New Educationist Indophilia and concepts of naturalness in Indo-German encounters during the 1920s and 1930s (English)  
 Elija Horn (Technical University Braunschweig)
- Indianising Montessori: Science, Nature, and the Project of National Education, 1920s-1950s (English)  
 Jana Tschurenev (University of Göttingen)
- The Nature and Culture of Dalit Education: John Dewey and B.R. Ambedkar (English)  
 Shailaja Paik (University of Cincinnati)
- Discussant: Tim Allender (University of Sydney)
- 7.10 PANEL NATURE AND THE NATION (2)**  
**1.401 Chair: Marianne Helfenberger (Universitäre Fernstudien Schweiz)**
- The Genius of the Race: the nature of the Spanish child according to the Francoist educationalist Antonio J. Onieva (English)  
 Antonio Francisco Canales Serrano (Universidad de La Laguna)
- Greek-language education in the Soviet Union:  
 Shaping the future “architects of socialism”, (1920-1936) (English)  
 Paraskevi Pougariou (University of Western Macedonia)
- La transmisión estética del sentimiento nacional: el Centenario y el Bicentenario argentinos, dos pretextos para el análisis (Español)  
 Natalia Mariné Fattore (Universidad Nacional de Rosario)
- A refigurated narrative within a remapped lifeworld? - The historiography of a narrated and territorialized nation in Norwegian primary school textbooks 1900-1940 (English)  
 Brit Marie Hovland (Oslo Metropolitan University)
- 7.11 PANEL TEACHING NATURE AND THE SCIENCES (5)**  
**1.506 Chair: Pablo Pineau (University of Buenos Aires)**
- Conceptualizing Science Education Curricula and Practices through a historical lens (English)  
 Kerstin te Heesen (University of Luxembourg), Christina Siry (University of Luxembourg), Catherine Schreiber (University of Vienna)
- Lecciones de cosas: ciencia y modernización de la sociedad (Brazil, siglo xix) (Español)  
 Vera Teresa Valdemarin (UNESP)
- Subjects of natural sciences family life aspects of Hungarian curricula between the two World Wars (English)  
 Orsolya Réka Uherkovich (University of Pécs, Education and Society Doktoral School of Education)
- 7.12 PANEL NATURE AND EDUCATIONAL THEORIZING (2)**  
**1.402 Chair: Harry Smaller (York University)**
- La nature, un espace pédagogique progressiste ? La conception de la nature comme environnement éducatif chez Geheeb, Hahn et Demolins (Français)  
 Carmen Letz (Université de Lorraine)
- Paulo Freire and education through nature (English)  
 Orlando Daniel Chemane (Universidade Pedagógica)
- 7.13 PANEL THE NATURALIZATION OF CULTURE AND SCHOOLING (2)**  
**1.403 Chair: Eckhardt Fuchs (Georg Eckert Institute for International Textbook Research)**
- Becoming natural - the changing idea of a degree over the period of massification in the UK and Australia (English)  
 Elizabeth Bronwen Knight (Monash University)
- «School Family» as Nature-Given Form of Teacher Education? Practices of Community in Zurich’s Normal Schools, 1875-1950 (English)  
 Adrian Juen (Zurich University of Teacher Education), Jennifer Burri (Zurich University of Teacher Education)
- Education and the “order of nature” in Mexico, 1880-1910 (English)  
 Eugenia Roldán Vera (DIE-CINVESTAV)
- Filling the emptiness: The concept of Desert in the Argentinean education (English)  
 Agustín Assaneo (Universidad de Buenos Aires)
- 7.14 PANEL NATURE AND GENDER (2)**  
**1.404 Chair: Joyce Goodman (University of Winchester)**
- Gender through the photographer’s lens. Nature and artifice in the career choice process (1945-1975) (English)  
 Véra Léon (Sorbonne Paris Cité, Paris Descartes University)
- Gendered Teacher Education in the Finnish Society of an Early 20th Century (English)  
 Anna-Kaisa Kristiina Ylikotila (University of Jyväskylä)

FRIDAY

FRIDAY

Hunting For Boys: Discussions of the natural world in English Public Schools in the early twentieth century to convey ideological stances (English)  
Edward William Whiffin (UCL Institute of Education)

Place, rôle et fonctions de l'argument de « nature » dans les réflexions entourant la prise en compte des filles et des garçons en éducation physique en France (1945-2008) (Français)  
Doriane Gomet (Université de Rennes), Cécile Ottogalli-Mazzacavallo (Université Lyon)

**7.15 PANEL NATURE, RACE AND RACISM**  
Chair: Kari Dehli (University of Toronto)

Education Ended: Oral Histories of the Effects of the Nazi Ideology of Aryan Superiority on the Education of a Young Girl, 1927-1945 (English)  
Alan Sadovnik (Rutgers University-Newark)

The arguments related to the “nature” of slaves and blacks used in discourses about black education in Brazil (1868-1888) (English)  
Graciane Daniela Sebrão (Instituto Federal de Santa Catarina)

The Nature of Race: Colonial Contradictions in Depictions of Australian Society in Picture Texts of the 1980s (English)  
Sophie Rudolph (University of Melbourne)

A Transformation of Racist Discourse? Color-blind Racism and the Re-emergence of ‘Biological’ Racism in Dutch Schooling (1968-2017) (English)  
Maria Luce Sijpenhof (University of Alcalá)

**7.16 PANEL INHERITANCE AND ENVIRONMENT**  
Chair: Stefanie Kollmann (Research Library for the History of Education)

Das Verhältnis zwischen Eugenik und Erziehung bei Ellen Key (Deutsch)  
Emma Vikström (Örebro University)

The North versus the South - the 18th century educational dispute with the Nature in the background (English)  
Joanna Orzel (University of Lodz)

“How to remedy the harm this land impresses”: Education and Climate (English)  
Susanne Spieker (University of Hamburg, University of Koblenz-Landau)

Reports of wild children deprived of social contact and education: portrayals in the cinema (English)  
Lucia Helena Reily (University of Campinas)

**FRIDAY August 31 11:00 - 12:30**

**SESSION 8**

**8.1**

**SWG HISTORY OF LAIC EDUCATION (4/4)**  
PROBLEMS, TERMS AND WAYS FOR UNDERSTANDING LAIC EDUCATION  
Chair: Felicitas Acosta (Universidad Nacional de General Sarmiento)

Education, laïcité et Eglise catholique 1962-1965 (Français)  
Bruno Poucet (Université de Picardie Jules Verne)

La loi française de 2004 et la réactivation collatérale du schème sacré/profane (Français)  
Alain Panero (Université de Picardie Jules Verne)

El régimen de laicidad : un método para analizar la educación laica (Español)  
Adelina Arredondo (Universidad Autónoma del Estado de Morelos)

**8.2**

**1.205**

**SWG OBJECTS, SENSES AND THE MATERIAL WORLD OF SCHOOLING (4/4)**

COMPLICATING THE EDUCATIONAL OBJECT

Chair: Kazuhisa Fujimoto (Keio University)

From crystallography to kindergarten (English)  
Jose Muñoz Alvis (Humboldt-Universität zu Berlin)

La enseñanza de Ciencias para sordos en el siglo XIX y el método intuitivo (Español)  
Cássia Geciauskas Sofiato (Universidade de São Paulo),  
Ronaldo Santos Santana (Universidade de São Paulo)

Materializing American Progressive Education: Spinning Wheels and Book Covers (English)  
Noah W. Sobe (Loyola University Chicago)

Discussant: Lynn Fendler (Michigan State University)

**8.3**

**1.204**

**SWG REFORPRO: REFORMISM(S), PROGRESSIVISM(S), CONSERVATISM(S) IN EDUCATION (3/3)**

NEW EDUCATION, MODERN PEDAGOGIES AND THE QUESTION OF PROGRESSIVISM

Chairs: Joaquim Pintassilgo (Universidade de Lisboa), André Robert (Université Lumière Lyon 2)

The “Élisian pedagogy”: a conservatory of progressive education (Français)  
Henri-Louis Go (Université de Lorraine)

The techniques of “grace and courtesy” in Montessori pedagogy:  
progressivism or conservatism? (Français)  
Bérangère Kolly (Université Paris Est Créteil)

Nature, a progressive educational space? The conception of nature as an educational environment at Geheeb, Hahn and Demolins (Français)  
Carmen Letz (Université de Lorraine)

From the hero to the actor of education policies, the progressive in question.  
Gilles Ferry (1917-2007) (Français)  
Noëlle Monin (Université Claude Bernard)

The French pre-school after the First World War, a Montessorian melting pot? (Français)  
Fabienne Serina-Karsky (Université Paris 8 Vincennes Saint-Denis, LIRDEF Montpellier)

“Mental hygiene” and eugenics: two notions at the heart of the reflection between interest of the child and interest of the State? (Français)  
Sylvain Wagnon (Université de Montpellier)

<p><b>8.4 SWG MAPPING THE DISCIPLINE HISTORY OF EDUCATION (4/4)</b></p> <p>1.102 PUBLISHING TRENDS IN THE HISTORY OF EDUCATION: KEY PERSPECTIVES Chairs: Mark Freeman (UCL Institute of Education), Heather Ellis (University of Sheffield)</p> <p>The View from History of Education Quarterly (English) Nancy Beadie (University of Washington)</p> <p>The View from History of Education (English) Mark Freeman (UCL Institute of Education)</p> <p>The View from the British Educational Research Association (BERA) (English) Gary McCulloch (UCL Institute of Education)</p> <p>Conclusion and Perspectives Emmanuelle Picard (Ecole Normale Supérieure), Solenn Huitric (Lausanne University)</p> <p>Discussants: Mark Freeman (UCL Institute of Education), Heather Ellis (University of Sheffield)</p>	<p>Petter Sandgren (Stockholm University)</p> <p>Retreat into the ‘Pedagogical Province’? German (Elite) Education on Its Way “Back to Nature”, 1870 to 1930 (English) Karen Lillie (UCL Institute of Education)</p> <p>The Pastoral Turns in the History of Secondary Education: A Transnational Perspective (English) Daniel Gerster (University of Münster)</p> <p><b>8.8 PREFORMED PANEL EDUCATION, THE NATURAL WORLD AND SOCIAL CHANGE IN POST-WAR BRITAIN</b></p> <p>1.506 Nature as Educator? The place of the body in the teaching of formal Sex Education in postwar Britain (English) Ellie Simpson (University of Winchester)</p> <p>The School pond: from an ‘essential’ place to a disused space within the primary school (English) Catherine Holloway (University of Winchester)</p> <p>Conservation, Environmentalism and Citizenship in the British Girl Guide Organisation during the Long 1980s (English) Sian Edwards (University of Winchester)</p> <p><b>8.9 PANEL NATURE AND CHILDHOOD (1)</b></p> <p>1.308 Chair: Josefine Wähler (Research Library for the History of Education, Humboldt-Universität zu Berlin)</p> <p>Changing conceptualisations of childhood. Accessing the child in residential childcare between instability, sin and pure nature (English) Gisela Hauss (University of Applied Sciences Northwestern Switzerland)</p> <p>“Betwixt-and-Between”. The pedagogical function of the relation between Children and Nature in Children’s literature (English) Maria Teresa Trisciuzzi (Freie Universität Bozen - Libera Università di Bolzano)</p> <p>Visual History of Childhood: working with paintings, wooden-block prints and illuminated manuscripts (English) Orsolya Endrődy-Nagy (Eötvös Loránd University)</p> <p><b>8.6 SYMPOSIUM KONZEPTE VON NATUR UND NATÜRLICHKEIT IM DISKURS UM DIE ERNEUERUNG DES LEBENS UND DER ERZIEHUNG – HISTORISCHE, SYSTEMATISCHE UND AKTUELLE PERSPEKTIVEN (SCHWERPUNKTE: LEBENSREFORM UND REFORMPÄDAGOGIK) (3/3)</b></p> <p>1.406 SPEZIFISCHE KONZEPTE IN DER REFORMPÄDAGOGIK Convenors: András Németh (ELTE Eötvös Loránd University), Ehrenhard Skiera (Europa-Universität Flensburg, ELTE-Universität Budapest)</p> <p>Natur und Gesellschaft in reformpädagogischen Konzepten (Deutsch) Johanna Hopfner (Universität Graz), Claudia Stöckl (Universität Graz)</p> <p>Kindliche Natur und naturgemäß Erziehung als Legitimationschiffen totalitärer Erziehungstheorien – Über konstitutive Aspekte der Pädagogik von Karel Ozvald, Ellen Key und Maria Montessori (Deutsch) Ehrenhard Skiera (Europa-Universität Flensburg, ELTE-Universität Budapest)</p> <p>Nature, Naturality and Sacrality in Rudolf Steiner's Pedagogical Anthropology (English) Brigitta Balogh (ELTE Eötvös Loránd University)</p> <p>Discussant: Christine Mayer (Universität Hamburg)</p> <p><b>8.7 PREFORMED PANEL BOARDING SCHOOLS AND THE RETREAT INTO NATURE: TRANSNATIONAL PERSPECTIVES ON THE RURALIZATION OF ELITE EDUCATION</b></p> <p>1.501 From an Alpine Elite to the World and the Wealthy: Examining the Historical Trajectory of a Secondary School in Switzerland (English)</p>
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**FRIDAY** August 31      **11:00 - 1:00**

SESSION

**9**

**9.1** **MULTILINGUAL PANEL** QUESTIONNER LA DIVISION NATURE/CULTURE DANS LES DISCOURS ET LES PRATIQUES ÉDUCATIVES II: LES FEMMES PÉDAGOGUES EN FRANCE ET AU BRÉSIL (2/2)  
Chair: [Rebecca Rogers \(Université Paris Descartes\)](#)

Enseignante et professionnelle : la double nature de la pédagogie du technique (Français)  
[Véra Léon \(Université Paris Descartes \(CERLIS\) – Université Paris Ouest Nanterre \(HAR\)\)](#)

Woman, college professor and researcher: the trajectory of Amélia Americana Franco Domingues de Castro (1920-) in higher education (English)  
[Katiene Nogueira da Silva \(Universidade de São Paulo\)](#)

Trajectoire d'une promotrice de l'enseignement primaire supérieur féminin à Paris:  
Berthe Chégaray, fondatrice de l'école Sophie Germain (Français)  
[Sébastien-Akira Alix \(Université Paris Descartes, Sorbonne Paris Cité\)](#)

The encouragement of educator Carolina Ribeiro to extracurricular activities at the Caetano de Campos School: science and gender (Français)  
[Rachel Duarte Abdala \(UNITAU NIEPHE-FEUSP\)](#)

Discussant: [Rebecca Rogers \(Université Paris Descartes\)](#)

**9.2** **MULTILINGUAL PANEL** CULTIVATING A SECOND NATURE: THE HANDLING OF EMOTIONS AND AFFECTS AS A GROUND SOIL FOR EDUCATION IN EUROPE AND LATIN AMERICA (XVIIITH-XXTH)  
Convenor: [Pablo Toro Blanco \(Universidad Alberto Hurtado\)](#)

Feeling of belonging: cultivating emotions to evoke belonging (English)  
[Sabine Krause \(Universität Koblenz-Landau\)](#)

Fighting against a poisonous nature: emotional attachments to anti-alcoholic educational campaigns.  
Chile, c.1890-1940 (English)  
[Pablo Toro Blanco \(Universidad Alberto Hurtado\)](#)

**9.3** **MULTILINGUAL PANEL** THE NATURES OF SEGREGATION IN 20TH & 21ST CENTURIES U.S. EDUCATION

20th Century Black Power Schools in Harlem as a Response to Educational Injustice (English)  
[Viola Huang \(Teachers College, Columbia University, Universität Passau\)](#)

Mapping urban school segregation, how the neoliberal school market does not regulate itself (English)  
[Nora Nafaa \(Université de Perpignan Via Domitia\)](#)

Ségrégation invisibilisée : les enjeux de la standardisation de l'éducation en Caroline du Nord dans les années 1970 et 1980 (Français)  
[Esther Cyna \(Teachers College, Columbia University, Université Sorbonne-Nouvelle\)](#)

**9.4** **MULTILINGUAL PANEL** THE ROLE OF THE NATURE IN THE CONTROL OF EARLY CHILDHOOD TO SECONDARY EDUCATION IN SPAIN (1838-1936)

Panel Overview: The Role of Nature in the Control of Education in Spain (1838-1936).  
Theoretical and Terminological Issues (Deutsch/English)  
[Juan L. Rubio \(University of Sevilla\), Carmen Sanchidrián \(University of Málaga\)](#)

The Educational Nature of the State and the Church on the Fringe of Nature. Spain, 19th Century (Español)  
[Isabel Grana \(University of Málaga\), Francisco Martín \(University of Málaga\)](#)

Nature and Natural as Convenient Excuses to Control the Early Childhood Education (Spain, 1838-1876) (English)  
[Carmen Sanchidrián \(University of Málaga\)](#)

Moral, Physical Instruction and Emancipation of Girls (1900-1930) (English)  
[Victoria Robles \(University of Granada\)](#)

The Formation of the 'Natural Man' in Ramón y Cajal. Reality, Science and Utopia versus Dogma, Beliefs and Ideology (Français/Deutsch)  
[Guadalupe Trigueros \(University of Sevilla\), Juan L. Rubio \(University of Sevilla\)](#)

**9.5** **MULTILINGUAL PANEL** LOS MANUALES Y LA SISTEMATIZACIÓN DEL ESTUDIO DE LAS CIENCIAS DE LA NATURALEZA EN COLOMBIA (SIGLOS XIX Y XX)

La filosofía de la naturaleza en Colombia 1780-1825 (Español)  
[Martha Yaneth Cerquera Cuellar \(Universidad del Valle\)](#)

Los estudios de la naturaleza en la escuela primaria: reflexiones desde el manual Elementos de Pedagogía (Español)  
[Rafael Ríos Beltrán \(Universidad del Valle\)](#)

The Nature of Física PSSC: Translation, Pedagogical Innovation and the Modernization of Science Education in Colombia (1945-1975) (English)  
[Josep Simon \(Universidad del Rosario\)](#)

**9.6** **MULTILINGUAL PANEL** EDUCATIONAL INSTITUTIONS IN LATIN AMERICA: NATURE, SOCIETY AND CHILDHOOD  
Convenor: [Moysés Kuhlmann Jr. \(Universidade Católica de Santos\)](#)

Los recursos naturales como bien público. La enseñanza de la expropiación petrolera a los niños del México posrevolucionario (Español)  
[Susana Sosenski \(Universidad Nacional Autónoma de México\)](#)

Le mouvement international des écoles de plein air en Amérique du Sud (Français)  
[André Dalben \(Universidade Estadual de Londrina\)](#)

Volver a la Naturaleza para recuperar la salud. Las escuelas y colonias para niños débiles en Argentina en las primeras décadas del siglo XX (Español)  
[Lucía Lionetti \(Universidad Nacional del Centro\)](#)

Nature, Hygiene, Physical Education, Landscaping and Pedagogy in the Parque Infantil. São Paulo, Brazil, 1920-1950 (English)  
[Moysés Kuhlmann Jr. \(Universidade Católica de Santos\)](#)

**9.7** **MULTILINGUAL PANEL** NATURE IN TEACHER EDUCATION PROGRAMMES IN LATIN AMERICA, EUROPE AND AFRICA (1890-1945)

Feminine nature? Gendered representations of primary school teachers in Brazil (1920-1930) (English)  
[Diana Vidal \(Universidade de São Paulo\)](#)

Character formation: metaphors, nature and the work of teaching in the first decades of the 20th century (Español)  
[Myriam Southwell \(CONICET/Universidad Nacional de La Plata\)](#)

Female gymnastics and female elementary school teacher training in Italy at the end of the XIXth century (English)  
[Paolo Alfieri \(Università Cattolica del Sacro Cuore\),  
Simonetta Polenghi \(Università Cattolica del Sacro Cuore\)](#)

FRIDAY

Nature in South African Teacher Preparation Curricula during the inter-war years (English)  
 Linda Chisholm (University of Johannesburg)

**FRIDAY August 31**      **5:00 - 6:30**

SESSION

**10**

**10.1** **PREFORMED PANEL** KNOWING NORDIC NATURE. NATURE AS A SUBJECT OF EDUCATION IN NINETEENTH CENTURY NORDIC COUNTRIES  
 1.205

Natural borders and national tensions – descriptions of Scandinavia in textbooks and maps after 1814 (English)  
 Ruth Hemstad (University of Oslo, National Library of Norway)

Natural science as Bildung. Scientific teaching in Norway in the mid-nineteenth century (English)  
 Merethe Roos (University College of South-East Norway)

The teaching of natural knowledge in Swedish upper elementary school in the 1870s (English)  
 Henrik Edgren (Uppsala University)

Legitimising natural knowledge: A comparative study of the teaching of natural science at the Nordic folk high schools 1860-1900 (English)  
 Hans Henrik Hjermitslev (University College South Denmark)

The presence and function of nature in Norwegian school textbooks, 1889 – 1914 (English)  
 Tuva Skjelbred Nodeland (University College of South-East Norway)

**10.2** **PREFORMED PANEL** THE ‘NATURAL’ LANGUAGE VERSUS FOREIGN TONGUES IN EDUCATION IN RUSSIA IN THE 18TH CENTURY  
 1.204

The languages of Teaching at Russian Universities in the Second Half of the 18th Century:  
 the Balance between the ‘Natural’ and the Foreign (English)  
 Tatiana Kostina (Saint Petersburg Branch of the Archives of the Russian Academy of Sciences)

‘Natural’ vs Foreign Languages in the Education of the Nobility in Russia in the 18th Century (English)  
 Vladislav Rjéoutski (German Historical Institute Moscow)

‘Natural Languages’ and ‘Languages of Science’ in Russian Orthodox Seminaries in the 18th Century (English)  
 Ekaterina Kislova (Moscow University)

**10.3** **PREFORMED PANEL** NATURE AND THE EDUCATION ECONOMY: HISTORICAL PERSPECTIVES FROM THE US AND SWEDEN  
 1.103

Resource Extraction and Education Funding: Nature and the Political Economy of State Formation in the United States (English)  
 Nancy Beadie (University of Washington)

Brokers between teachers and the resources of nature? The role of family and village in nineteenth century school funding (English)  
 Johannes Westberg (Örebro University)

Child Labour and Elementary Schooling in Sweden, 1870–1910 (English)  
 Madeleine Michaësson (Uppsala University)

Economics, Natural Law, and the Development of For-Profit Colleges in the US (English)  
 A.J. Angulo (University of Massachusetts Lowell)

**10.4** **PREFORMED PANEL** KOREAN NATURE? – “EDUCATION FEVER” IN KOREA FROM EARLY MODERN TIMES TO THE PRESENT  
 Convenors: Klaus Dittrich (The Education University of Hong Kong), Dolf-Alexander Neuhaus (Freie Universität Berlin)

Education Fever and the Meaning of Life in Choson Korea (English)  
 Hahn Yong Jin (Korea University)

Between Assimilation and Resistance: The Strive for Education during the Colonial Period (English)  
 Dolf-Alexander Neuhaus (Freie Universität Berlin)

The Paradoxical Effect of Democratization on the South Korean Education System (English)  
 Clark W. Sorenson (University of Washington)

English Education in a Neoliberal Era: Its History and Implications for Educational Equity (English)  
 Choi Tae Hee (Education University of Hong Kong)

Discussant: Lee You Jae (Universität Tübingen)

**10.5** **SYMPOSIUM** CULTIVATING CHILDREN AND YOUTH: TRANSNATIONAL EXPLORATIONS OF THE URBAN AND THE NATURAL (3/4)  
 1.401

Convenors: Tim Allender (University of Sydney), Inés Dussel (DIE-CINVESTAV), Ian Grosvenor (University of Birmingham), Karin Priem (University of Luxembourg)

‘Nature’ and Education within German Colonial Literature for Children (English)  
 Elke Kleinau (University of Cologne), Lilli Riettiens (University of Cologne)

New education, Nature, and Nation: Exploring images in The New Era (English)  
 Sjaak Braster (Erasmus University Rotterdam), Maria del Mar del Pozo Andrés (University of Alcalá)

Discussants: Martin Lawn (University of Oxford), Kate Rousmaniere (Miami University)

**10.6** **PREFORMED PANEL** TEACHING AND LEARNING IN PROGRESSIVE EXPERIMENTAL SCHOOLS: A TRANSCONTINENTAL PERSPECTIVE (1896-1932)  
 1.308

‘Unfolding a child’s nature’ at the Dewey school kindergarten (1896-1904) (English)  
 Larry Prochner (University of Alberta)

Jardim de Infância da Escola Caetano de Campos (1896–1930), São Paulo, Brazil:  
 Traces of its culture of teaching and the concept of child nature (English)  
 Alessandra Arce Hai (Universidade Federal de São Carlos)

The long reach of the English Malting House School experiment 1924–1927 (English)  
 Helen May (University of Otago)

“An outlook towards learning and life”: Teaching and learning in the Hietzing school (1927-1932) (English)  
 Kristen Nawrotzki (Pädagogische Hochschule Heidelberg)

The developing child in the progressive landscape of in-service teacher training in the laboratory schools in Russia (1917–1928) (English)  
 Yordanka Valkanova (Canterbury Christ Church University)

**10.7** **PANEL** NATURE AND CHILDHOOD (2)  
 1.402

Chair: Nelleke Bakker (University of Groningen)

Child as nature’: transnationalizing and postcolonializing progressive education in pre-WWII East Asia (English)  
 Yoonmi Lee (Hongik University), Jung-Ah Lee (Seoul National University)



Naturaleza y la educación inicial argentina en la primera mitad del siglo XX (Español)  
Mónica Fernández Pais (SAHE)

Les jardins d'enfants montessoriens en France durant la première guerre mondiale (Français)  
Fabienne Serina-Karsky (Université Paris 8)

Religion is intrinsic to human nature: using Statement Archaeology to reveal influences  
on state mandated religious education in the UK (English)  
Jonathan Doney (University of Exeter)

**10.8 PANEL NATURE AND PEDAGOGIES (3)**  
Chair: Angelo Van Gorp (University of Koblenz-Landau)

“Journeys in the room.” Teaching about nature without nature (English)  
Attila Nóbik (University of Szeged)

“In the depths of Nature” – a hungarian intellectual’s lifeway from the 20th century (English)  
András Hegedüs (University of Pécs)

Progressive ideas of Dewey on nature and the natural (spontaneous) human  
being as an educational aim (English)  
Hajnal Kiss (Eötvös Lóránd University)

The natural Method and the Nature as Content: Modern Jewish Pedagogy in Palestine  
at the End of the 19th Century (English)  
Miriam Szamet (Hebrew University of Jerusalem,  
Leibniz Institute for Jewish History and Culture – Simon Dubnow)

**10.9 PANEL NATURE AS AN EDUCATIONAL IDEA (4)**  
Chair: Rosa Bruno-Jofré (Queen's University)

Educar para domesticar la naturaleza humana. John Dewey y Antón S. Makarenko:  
dos perspectivas, una misma aspiración (Español)

Xóchil Virginia Taylor (Universidad Autónoma del Estado de Morelos),  
Antonio Padilla Arroyo (Universidad Autónoma del Estado de Morelos)

“... That We As Women Have Different, New, and Highest Values to Give:”  
Imagining Women’s Citizenship at the International Congress in Berlin, 1904 (English)  
Katja Koehlein (University of Washington)

Nature in the Orbis sensualium pictus of J.A. Comenius (English)  
Adam Fijalkowski (University of Warsaw)

Nature and Possibilities of Education of the Feeble-minded Children:  
Discourse of Lewis Terman in the 1910s (English)  
Mariko Omori (Kyushu University)

**10.10 PANEL NATURE, ETHNOCENTRISM AND OTHERING (1)**  
Chair: Rita Nikolai (Humboldt-Universität zu Berlin)

The Nature of the Sami People in the Eyes of Early Modern Educators (English)  
Daniel Lindmark (Umeå University)

Viajeros en Río Branco - impresiones sobre la educación de indígenas  
en la Amazonía en los años 1910 (Español)  
Maria Edith Romano Siems (Universidade Federal de Roraima)

Eurocentric Views on the African Continent: Africa and African Representations  
on the Pages of the Brazilian Magazine “Eu Sei Tudo” (1917-1958) (English)  
Ana Carolina Carvalho Guimarães (Universidade de São Paulo)

**10.11 PANEL EDUCATION AND THE OUTDOORS (2)**  
Chair: Letterio Todaro (Università di Catania)

The use of nature: school journeys in secondary education Portugal (1890s-1930s) (English)  
Inês Félix (Umeå Universitet)

Nature in education: the migration of the “snow class” model from France  
to Canada (1953-1995) (English)  
Sébastien Laffage-Cosnier (University of Franche-Comté), Willy Hugedet (University of Franche-Comté),  
Christian Vivier (University of Franche-Comté)

The nature and educational influences of the Hungarian Pioneer  
Movement’s buildings (English)  
Panna Berta-Szénási (University of Pécs)

**10.12 PANEL PLANTS, ANIMALS AND EDUCATION (1)**  
Chair: Daniel Töpper (Humboldt-Universität zu Berlin)

Animaux et plantes dans une école de plein air italienne au début du XXe siècle (Français)  
Gianluca Gabrielli (University of Macerata)

Civilizing by means of compassion. The educational project of animal protection  
and its contribution to the Italian nation building in the XIXth century (English)  
Tommaso Petrucciani (University of Macerata)

Representations of Animals in Textbooks for Elementary Schools in Israel (English)  
Arie Kizel (University of Haifa), Sivan Nadler (University of Haifa)

The Botanical Garden of São Paulo and the education of the population (1938-1952) (English)  
Luna Abrano Bocchi (University of São Paulo), Ermelinda Moutinho Pataca (University of São Paulo)

**10.13 PANEL NATURE AND TEXTBOOKS (2)**  
Chair: Gabriela Ossenbach Sauter (Universidad Nacional de Educación a Distancia)

Los discursos sobre la muerte en los libros de lectura escolar en Argentina a principios  
del siglo XX (Español)  
Betina Aguiar da Costa (Universidad de Buenos Aires)

Nature as a Semiotic Text on Reading Lessons in the State  
of Espírito Santo, Brazil (1940 to 1960) (English)  
Fernanda Zanetti Becalli (Instituto Federal de Educação, Ciência e Tecnologia do Espírito Santo),  
Cleonara Maria Schwartz (Universidade Federal do Espírito Santo)

The nature of textbooks? (English)  
Lina Maria Spjut (Örebro University)

Conocimientos históricos, educación moral y cívica en la escuela primaria:  
la difusión de concepciones republicanas por la Serie Puiggari-Barreto (Español)  
Arnaldo Pinto Junior (Universidade Estadual de Campinas)

**10.14 PANEL NATURE, RURAL SCHOOLS AND RURAL EDUCATION (2)**  
Chair: Susanne Spieker (University of Koblenz-Landau)

Paisajes escolares en el medio rural. Herencias e intervenciones pedagógicas  
sobre el entorno productivo (Español)  
Maria Silvia Serra (Universidad Nacional de Rosario, Sociedad Argentina de  
Historia de la Educación), Margarita Trlin (Universidad Nacional del Litoral)

Open Windows: “Tree Planting” in Farroupilha School,  
Porto Alegre/Brasil (1978-1990) (English)  
Tatiane de Freitas Ermel (Universidade Regional Integrada do Alto Uruguai e das Missões),

FRIDAY

Alice Rigoni Jacques (Colégio Farroupilha)

Agricultural education and knowledge in the XIXth century Sicily.

The Institute of Castelnuovo (English)

Caterina Sindoni (Università degli Studi di Messina)

Jewish Religious Education and Nature (English)

Moshe Rappaport (The Hebrew University of Jerusalem)

**10.15 PANEL NATURE, KNOWLEDGE AND TECHNOLOGIES**

Chair: Harry Smaller (York University)

Transforming power of Education on Nature: A Study of socio-cultural practices in Nigeria from pre-colonial period up to date (English)

Grace Oluremilekun Akanbi (Emmanuel Alayande College of Education),

Alice Arinlade Jekayinfa (University of Ilorin)

Development of forestry professional education in Hungary (English)

Zsuzsanna Mária Takács (University of Pécs)

Nature, Technologie et Ecologie dans le magistère de l'Église Catholique (Français)

Agueda Bernardete Bittencourt (Universidade Estadual de Campinas),

Guilherme Ramalho Arduini (Instituto Federal de Educação de São Paulo)

The role of nature in aviation education as illustrated by the case of Polish Second Republic (1918-1939) (English)

Magdalena Rzepka (University of Warsaw)

**10.16 PANEL NATURE AND THE BODY**

Chair: Marc Depaepe (Katholieke Universiteit Leuven)

Education of the body, bodily practices and nature: representations in the 1920s São Paulo press (English)

Samuel Ribeiro dos Santos Neto (Universidade Estadual de Campinas)

Gimnasia compensatoria en el aula. La Educación Física a toda hora en la escuela (Español)

Ivan Pablo Orbuch (UBA-UNAHUR)

Towards civilization: gymnastics and school scouting as regenerators of the second human nature (English)

Ana Clara Bortoleto Nery (São Paulo State University), Tony Honorato (Londrina State University)

Humanity against animality. Physical education and the nature of the child in German Father's diaries from the late 18th century (English)

Sylvia Wehren (Universität Hildesheim)

**SATURDAY September 1 9:00 - 10:30**

**SESSION 11**

**11.1**

**PREFORMED PANEL FROM NATURE TO NATION — THE NATIONALIZATION OF SCIENCE AND MATHEMATICS EDUCATION**

Chair: Daniel Tröhler (University of Vienna)

Transfer of medical knowledge into the classroom (English)

Michèle Hofmann (University of Applied Sciences and Arts Northwestern Switzerland)

From the "Known" to the "Unknown" – Nationalistic "Description(s) of the Earth" as a School Subject in the Multinational Habsburg Empire (English)

Jil Winandy (University of Vienna)

From Mathematics to Math Education (English)

Lukas Boser (University of Applied Sciences and Arts Northwestern Switzerland)

Discussant: Daniel Tröhler (University of Vienna)

**11.2**

**1.308**

**PREFORMED PANEL NATURE, EDUCATION, & IDEOLOGY: THREE GERMAN CASE STUDIES**

Chair: Nicole Gotling (University of Vienna)

Nature normalized as "nationalism" in the German Empire: National ideologies as found in textbook historiographies (English)

Nicole Gotling (University of Vienna)

Five Times the Same? (Im)perfect nature in a changing society (English)

Sabine Krause (University of Koblenz-Landau)

Nature perfected as "socialism" in the GDR: Video classroom observations of an East German civics lesson (English)

May Jehle (Goethe University Frankfurt/Main)

Discussant: Ulrike Mietzner (Technical University Dortmund)

**11.3**

**1.501**

**PREFORMED PANEL STAGING NATURE IN 20TH CENTURIES' TEACHER EDUCATION**

Skeletal, Stuffed, Pinned and in Ethanol – Zoological Specimens in Swiss Teacher Education around 1900 (English)

Adrian Juen (Zurich University of Teacher Education)

Flowers in papier mâché and embryos in wax. On the re-materialization of nature for educational purposes around 1900 (English)

Michael Markert (Zentrale Kustodie Georg-August University of Göttingen)

Nature in large size format – Otto Schmeil's wall charts for natural history education (English)

Ina Katharina Uphoff (University of Würzburg), Wiebke Degler (University of Würzburg)

Nature on 16mm: Biological Images in German Educational Films during the 1970s and '80s (English)

Kerrin Klinger (BBF – Research Library for the History of Education at the DIPF)

**11.4**

**1.103**

**PREFORMED PANEL THE "NEW MAN": A SOCIO-BIOLOGICAL PROJECT OF COMMUNIST PEDAGOGY**

Chair: Marc Depaepe (Katholieke Universiteit Leuven)

The Soviet New Man with a Female Body (English)

Iveta Kestere (University of Latvia), Zanda Rubene (University of Latvia)

The Mission of the Soviet "New Man": Conquer and Change Nature (English)

Irena Stonkuviene (Vilnius University)

SATURDAY

Formation of the “New Teacher” in socialist Czechoslovakia (English)  
Jirí Zounek (Masaryk University), Michal Simáne (Mendel University)

Discrepancies between Ideal and Real Youth in Socialist Hungary:  
Images of Hooligans, Gangs, and Parties (English)  
Lajos Somogyvári (University of Pannonia)

**11.5 SYMPOSIUM CULTIVATING CHILDREN AND YOUTH: TRANSNATIONAL EXPLORATIONS OF THE URBAN AND THE NATURAL (4/4)**

Convenors: Tim Allender (University of Sydney), Inés Dussel (DIE-CINVESTAV),  
Ian Grosvenor (University of Birmingham), Karin Priem (University of Luxembourg)

Dirt and the child: a textual and visual exploration of children's physical engagement  
with the urban and the natural world (English)  
Ian Grosvenor (University of Birmingham), Kevin Myers (University of Birmingham)

Urbanity and Nature Remixed: Corporate Photography and Apprentices' Bodies in Transit (English)  
Frederik Herman (University of Applied Sciences and Arts Northwestern Switzerland),  
Karin Priem (University of Luxembourg)

Teaching children to “love the earth”: the cultivation of farmers or  
“a return to nature”? (English)  
Elsie Rockwell (DIE-CINVESTAV)

Discussants: Martin Lawn (University of Oxford), Kate Rousmaniere (Miami University)

**11.6 PANEL NATURE AND CHILDHOOD (3)**

Chair: Daniel Töpper (Humboldt-Universität zu Berlin)

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Luís Grosso Correia (Centre for Research and Intervention in Education)

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William Robert Stevenson (Doshisha University)

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International Standing Conference  
for the History of Education  
Spaces and places of education



## ISCHE 41

Spaces and places of education

The terms ‘space’ and ‘place’ convey a myriad of meanings and connotations that should not be understood as one-dimensional, isolated, static, or immutable, but rather as terms to be understood within the framework of social relations and situated historically. The conference seeks to engage with a “spatial turn” in education attentive to the existence of multiple spaces (transversal, intersected, aligned, paradoxical, antagonistic, imagined, and virtual, for example). No matter the theoretical framework, this perspective invites scholars to address how contextualized and multi-scaled analyses of physical, conceptual, or imagined spaces and/or places can contribute to the history of education. In this fashion, ISCHE 41 encourages scholars to analyse a wide range of issues (social, cultural, political, economic, technological, pedagogical, material and subjective) that explain the production and organization of the public space of education, while also considering how educational actors read, experience and respond to specific contexts. The organizers encourage, in particular, a focus on the flow of persons, ideas, policies or narratives that have connected different spaces over time and generated a global sense of place in education. How have educational ideals been formed and reconfigured within institutions or in non-formal settings through these movements? How have networks contributed to these configurations? Spaces of education are the product of social relations that can be analyzed across different scales from the global – marked by empires, flows, telecommunications, finance, international agencies, and the tentacles of national political-administrative powers – to the relations within cities, villages, families and places of work. How do multi-scaled approaches offer insight into the social and cultural cartographies of institutional settings, professional groups, or student experiences? How can spati-

ally oriented histories of education contribute to a more situated and contextualized understanding of policies, knowledge, curricula, syllabi, methods, textbooks? To the analysis of professional training, development and educational practices? To the interpretation of student subjectivities and experiences of citizenship? Finally, the conference seeks to generate conversations about the concept of place within educational history. Approaches might consider how educational sites become invested with meaning by individuals, groups, nations or empires. Places, such as schoolrooms, school buildings, museums, or international organizations, are also the object of tensions and negotiations over time, with consequences that can be explored at a variety of levels.

The organizers welcome topics that address the following themes (including transversal approaches), included under the conference’s general theme:

1. Nations, Empires and the geopolitics of knowledge and education
2. Circulations and connections: local, (trans)national and global cartographies
3. Contrasting spaces: urban/rural; center/periphery; metropole/empire
4. Material, textual, imagined and virtual spaces of education
5. Educational places: memories, sensory and emotional experiences, interpretations
6. Spaces of critique: alternative educations and pedagogies
7. The politics of place: authority, citizenship, democracy, gender and empowerment

16 – 20 July 2019  
Porto, Portugal  
FPCEUP



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