Program
**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” | 1 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

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**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
Marcelo Caruso (Humboldt-Universität zu Berlin, Berlin) is central, but also enjoyment and direct experience. would be combined with unusual urban experiences. And, as we know, for such a theme like nature not only scholarship streets and boars roam through the city trains at night. In this case, the experience of a scholarly meaningful meeting 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 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 faultfully 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 theorising 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 agri-cultural 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 bears 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)
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 at the main entrance of the Seminar Building, DOR2a)

FRIDAY August 31
9:00 - 10:15 Walking Tour "History of Education in Berlin" (meeting point in front of the Seminar Building, DOR2a)
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, 10999 Berlin; see map)

SATURDAY September 1
Boat Tour "Historic City Cruise" 15:30 | 16:15 | 17:00
The boats will depart from Reichtagufer 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 - "Clarckens 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 Topper (daniel.toepper@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 1st floor of Humboldt-Universität zu Berlin's Main Building (Unter den Linden 6, 10999 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" (Jan Groszen), "History of Education" (Suzannah Wright), "Revista Historia y Memoria de la Educación" (Antonio Francisco Canales Terrano), "History of Education Quarterly" (Nancy Beadle) 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.

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 Heideplatz, Dorotheenstrate 24, 10177 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, 10999 Berlin (500m/330yd away from the main conference venue)). Here the entrance way 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, George-Eckert-Institut
Jona Garz, Humboldt-Universität zu Berlin
Zoe Ingram, Humboldt-Universität zu Berlin
Fanny Iensen, Humboldt-Universität zu Berlin
Thomas Koenen, Humboldt-Universität zu Berlin
Vera Moser, Humboldt-Universität zu Berlin
Sabine Reh, Humboldt-Universität zu Berlin
Daniel Töpper, Humboldt-Universität zu Berlin
Josefine Wähler, Bibliothek für Bildungsgeschichtliche Forschung
Till Kössler, Ruhr University Bochum, Germany
Elke Kleinau, University of Cologne, Germany
Carola Groppe, Helmut Schmidt University, Germany
Joyce Goodman, University of Winchester, UK
Inés Dussel, DIE-CINVESTAV, Mexico
Joyce Goodman, University of Winchester, UK
Carola Gruppe, Helmut Schmidt University, Germany
Toshiko Ina, Me University, Japan
Elke Kleinhaus, University of Cologne, Germany
Till Kössler, Ruhr University Bochum, Germany
Jean-Luc Le Cam, Université de Bretagne Occidentale, France
András Németh, Eotvos Loránd University, Hungary
Gabriela Ossenbach, Universidad de Educación a Distancia, Spain
Pablo Pineda, Universidad de Buenos Aires, Argentina
Tiziana Pironi, Università Cattolica del Sacro Cuore, Italy
Simonetta Polenghi, Università Cattolica del Sacro Cuore, Italy
Helen Pistor, 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 Roussoumian, Maima 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 Töpper, University of Vienna, Austria
Angela van Gorp, University of Koblenz-Landau, Germany
Diana Gonzalez Vidal, University of Sao Paulo, Brazil
Chen Wang, Beijing Normal University, China
Johannes Westberg, Örebro University, Sweden
Jun Yamana, Kyoto University, Japan

SCIENTIFIC COMMITTEE

Tim Allender, University of Sydney, Australia
Claudia Alves, Universidade Federal Fluminense, Brazil
Nelleke Bakker, University of Groningen, Netherlands
Rosa Bruno-Jofre, Queen’s University, Canada
Antonio Canales Serrano, Universidad de La Laguna, Spain
Linda Chosholm, University of Johannesburg, South Africa
Lucien Cribiez, University of Zurich, Switzerland
Norberto Dalabrida, 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 Gruppe, Helmut Schmidt University, Germany
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Simonetta Polenghi, Università Cattolica del Sacro Cuore, Italy
Helen Pistor, 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 Roussoumian, Maima 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 Töpper, University of Vienna, Austria
Angela van Gorp, University of Koblenz-Landau, Germany
Diana Gonzalez Vidal, University of Sao 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 five 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: Jeron 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 18th and early 19th 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

REFORMPRO: 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, ft.mole@wanados.fr or japintassilgo@de.xulisboa.pt

HISTORY OF LAIC EDUCATION: CONCEPTS, POLICIES AND PRACTICES AROUND THE WORLD (2016-2021)
Convenors: Adelina Arredondo (Mexico), Bruno Pouret (France), Felicita Acosta (Argentina)
ISCHE 40 Panels: 2.1, 3.4, 7.1, 8.1
For additional information and to become involved, please contact adelinaarredondo@yahoo.com, bruno.pouret@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 Minin 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

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 Bühler (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**  
Education funding, nation-building and power relations

9:15 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 Bogotá 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

**Funding and policies**  
State versus local actors: who leads the race for quality?

13:15 Funding secondary education policy in nineteenth century France: between State decision, local motivations and limited resources  
Solenn Huître (University of Lausanne/LARHRA)

13:30 Career and Cash: Swiss Teachers’ Salaries and School funding in the Long 19th century  
Gaby Wüthrich (University of Zurich)

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**  
15:10 The rise of technical education and its funding at the beginning of the 20th century  
Stéphane Lembert (University of Arts)

15:35 Planning and Financing Education in Developing Countries: The Emergence and Demise of the UNESCO-World Bank Education Financing Division (1964-1998)  
Maren Eilert (University of Alberta), Klaus Hufner (Freie Universität Berlin)

Clémence Cardon-Quint (University of Bordeaux / University of Bordeaux-Montaigne)

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)
Tijs van Ruiten, Jacques Dane (Nationale Onderwijsmuseum Dordrecht)
Venue: BBF - Research Library for the History of Education, Warschauer Str. 34-36, 10243 Berlin

9:00-10:30 Welcome

Oud Goud
Tijs van Ruiten (Nationale Onderwijsmuseum Dordrecht)

Jacques Dane (Nationale Onderwijsmuseum Dordrecht)

History Wallcharts Crossing Borders - The Series „Schoolplaten voor de Vaderlandse Geschiedenis“ in Germany
Liane Strauß (University of Freiburg im Breisgau)

11:00-12:30 Macmillan’s Nature Classroom Pictures: How the Complications of Copyright Impede the Development of Digitised Archives
Sandy Eleanor Brewer (Oxford Brookes University)

Decoration in the Classroom
Panna Berta-Szénási (University of Pécs)

A Visual History of Colonial School Architecture in Hong Kong 1921-1941
Meng (Stella) Wang (University of Sydney)

12:30-13:30 Lunch Break

13:30-15:00 Where Fandom Meets Science: Comic Archives, Comic Databases and the History of Education
Sylvia Kesper-Biermann (Universität Hamburg)

Engravings as a Blind Spot in the History of Education. Notes about a Private Collection
Sjak Braster (Erasmus University Rotterdam), María del Mar del Paso Andrés (University of Alcalá)

DigiPortA
Gwendolin Schneider (BBF), Bettina Inna Reimers (BBF)

15:30-17:15 Imagining the World
Stefanie Kollmann (BBF), Lars Müller (BBF)

Automatic Image Processing in the Digital Humanities: A Pre-study for Children Books in the 19th Century
Chanjong Im (University Hildesheim), Thomas Mandl (University Hildesheim), Wiebke Helm (University Leipzig), Sebastian Schmideler (University Leipzig)

Digital Resources and Tools in Historical Research
Lars Wieneke (Luxembourg Centre for Contemporary and Digital History), Gerben Zaagsma (Luxembourg Centre for Contemporary and Digital History)

Closing Discussion

17:30 Library Tour of the Bibliothek für Bildungsgeschichtliche Forschung

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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
Kay Whitehead (Flinders University)

11:30 ‘Unnatural’ women and natural science: changing femininity and expanding educational sites through women’s pursuit of natural science
Ruth Watts (University of Birmingham)

12:00 Re-casting Eurasian Femininity in Warmer Climes: The British India Experience, 1790 to 1914
Tim Allender (University of Sydney)

12:30 Negotiating femininity through fiction in the 1960s
Stephanie Spencer (University of Winchester)

1:00-2:00 Lunch Break

2:00 'A great builder': nineteenth century convents as sites of female enterprise, economic innovation and architectural ambition
Deirdre Raftery (University College Dublin), Deirdre Bennett (University College Dublin)

Linda M. Perkins (Claremont Graduate University)

3:00 Encountering Suzanne Karpelès: multiple femininities, Buddhism and the French “civilising mission”
Joyce Goodman (University of Winchester)

3:30 Becoming the Feminine Ideal: Gendered Spaces, Everyday Life, and Sensory Experiences at St. Stephen's Girls' College-Hong Kong 1921-1941
Meng (Stella) Wang (University of Sydney)

4:00-4:30 Discussion: Future Directions
1.1 SYMPOSIUM HOW NATURE IS GIVEN NAMES: THE INTERNATIONAL EMERGENCE OF EDUCATIONAL SCIENCES IN THE POST WORLD WAR TWO YEARS (1/3)

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 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: 1.102

'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 van Humboldts educational concept (English)
Meri-Mari Simon-Martin (Kempen University)

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

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

1.3 PREFORMED PANEL EDUCATION AND THE NATURE OF BUSINESS

Room: 1.103

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)
Katrin Phem (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)
Ray Lundh Nilsson (University of Lund)

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 Strebel (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)

Discussant: Ian Grosvenor (University of Birmingham)

1.4 PANEL TEACHING NATURE AND THE SCIENCES (I)

Room: 1.201

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)

The Nature as a pedagogical icon (English)
Sylvia Kesper-Biermann (Universität Hamburg)

Natural Science Education in Witzenhausen (1898-1944) (Deutsch)
Carola Gropp (Helmut-Schmidt-Universität/Universität der Bundeswehr Hamburg)

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)

1.5 PANEL NATURE AS A PROPAGANDISTIC ICON DURING TOTALITARIANISMS.

Room: 1.205

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 Wiltenhausen (1898-1944) (Deutsch)
Raquel Cercós (University of Barcelona), Eulàlia Collelldemont (University of Vic - UCC)

Discussant: Esteban Bonifacio (UNED)

1.6 PANEL NATURE AND PEDAGOGIES (I)

Room: 1.401

The Nature as an Educator of the New Soviet Man (English)
Olga Kolesneva (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)
Patricia Bruch (Georg Eckert Institute for International Textbook Research)

Nature, Body and Movement at the Turn of the 19th Century (Deutsch)
Esther Berner (Helmut-Schmidt-Universität/Universität der Bundeswehr Hamburg)

The Exact Sciences and Excursions for Reinforcing "Love of the Homeland" – Nature Classes at the Gordon College of Education (English)
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Cristian Machado Trujillo (Universidad de La Laguna)

1.7 PANEL NATURE AND PEDAGOGIES (II)

Room: 1.402

For a didactically natural. Las redacciones mensuales ilustradas de la Montesa y de Rovigliano como herramientas para una enseñanza objetiva (Español)
Dario De Salvo (University of Messina)
The entomologists of knowledge: the little "Fabre of Portomaggiore".
Francesca Borruso (Università Roma Tre)

The Pedagogical Magazine Mineira "Revista do Ensino" of 1932: aspects of the appropriation of the proposal Centers of Interest (English)
Juliana Chianni Balbino Fernandes (University of Sapucai Valley)

1.8 PANEL NATURE AS AN EDUCATIONAL IDEA (1)
1.403 Chair: Jane Weiß (Humboldt-Universität zu Berlin)

The Japanese idea of nature underlying the education of children in the early modern era (English)
Yosuke Hirota (Fukuyama City University)

Marcus Tullius Ciceron's Ecophilosophy of Education (English)
Vicvicta Pichugina (Russian Academy of Education), Yana Volkova (RUDN University)

Ganzheitliche Entwicklung durch Naturerfahrung – neue Akzente in der ungarischen Pädagogik zwischen den beiden Weltkriegen (Deutsch)
Beatrix Vincze (Eötvös Loránd University)

Die Einfachheit und die Authentizität in den Prinzipien der Reformpädagogik von Freinet (Deutsch)
Attila Harvath H. (Eötvös Loránd University Budapest)

1.9 PANEL 'NATURE' AS DEEP CHARACTERIZATION (1)
1.404 Chair: Sabine Krause (University of Kobierz-Landau)

On the "Nature" of the "Choice" Movement in American Educational Policy in the 1980s (English)
LuXi Chen (Beijing Normal University)

Education and the Nature of Postwar Modernity: The U.S., Puerto Rico, and Cold War Era Education (English)
Lauren Lefty (New York University)

The Nature of Elementary Teachers in Ireland (1830s-1920s): From 'feckless and impoverished' to 'respectable' (English)
Thomas Kevin Walsh (Maynooth University)

The Nature of Knowledge Production – Editing The International Encyclopedia of Education 1984 and 1995 (English)
Christian Lundahl (Örebro University), Franziska Primus (Humboldt-Universität zu Berlin)

1.10 PANEL NATURE AND GENDER (1)
1.405 Chair: Joyce Goodman (University of Winchester)

"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)
Stephanie Moira Spencer (University of Winchester), Nancy G. Rosoff (Arcadia University)

Educar las "diferencias naturales" de los sexos. Argumentos y debates sobre el modelo coeducacional en el pensamiento pedagógico (Argentina, inicios del siglo XX) (Español)
Santiago Zemaitis (Universidad Nacional de La Plata, CONICET)

‘Natural’ Spaces in Girls’ Industrial Education in Surrey, 1879 - 1914 (English)
Catherine Grace Quantermaine Freeman (University of Greenwich)

1.11 PANEL NATURE - CURRICULAR AND INSTITUTIONAL ASPECTS
1.406 Chair: Pablo Toro Blanco (Universidad Alberto Hurtado)

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)
Silvia Maria Oliveira (Universidade Estadual Paulista "Júlio de Mesquita Filho" - Unesp/Marilia), Cintia Lima Raphael (Universidade Estadual Paulista "Júlio de Mesquita Filho" - Unesp/Marilia)

¿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)
Mabelin Garrido (Pontificia Universidad Católica de Chile)

Blindness is natural (English)
Renana Kristal (Ben-Gurion University of the Negev)

1.12 PANEL NATURE AND EDUCATIONAL POLICIES
1.308 Chair: Alan Ross (Humboldt-Universität zu Berlin)

State Reformed Examinations of Chinese Schools in Postwar Singapore (English)
Ting Hong Wong (Sociology Institute Academia Sinica Nanking)

Nature as an educational tool and content in the first Hungarian reform schools (Deutsch)
Natasa Fize (University of Szeged)

Private School Development in England and Germany: Legacies of the past and Nature as a legitimizing concept (English)
Rita Mikolai (Humboldt-Universität Berlin)

The Child as a Voucher? The Marketization of the Swedish Preschools (English)
Esbjörn Larsson (Upsala University), Johannes Westberg (Örebro University)

1.13 PANEL AGRICULTURAL EDUCATION
1.502 Chair: Stefan Johann Schatz (Humboldt-Universität zu Berlin)

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)
Renato Krade Soffner (UNISAL)

The Educational Fields: An explorative study into educational practices within the (agricultural) reform school of Ruiselede, Belgium (English)
Sarah Van Ruyskensvelde (Katholieke Universiteit Leuven)

Feel the breeze of the sea to calm down the spirit – The Colónia Agrícola of S. Bernadino (1912-1921) (English)
Cláudia Pinto Ribeiro (University of Oporto)

State Reformed Examinations of Chinese Schools in Postwar Singapore (English)
Ting Hong Wong (Sociology Institute Academia Sinica Nanking)

Education, Nature and Agriculture: "A Revista de Educação" (The Education Magazine) (1921-1973) and the formation of citizens in the First Republic of Brazil (English)
Angélica Pali Orani (Universidade de São Paulo), Leila Marília Inoue (Universidade Estadual Paulista)

1.14 PANEL BACK TO NATURE? IDEAS, MILIEUS AND PRACTICES
1.503 Chair: Michèle Hofmann (University of Applied Sciences and Arts Northwestern Switzerland)

The use of network theory in the researches of life reform movement: a systematic review and methodological considerations (English)
Zoltán András Szabó (Eötvös Loránd University)

Les activités éducatives en lien avec la nature dans le scoutisme français: Des objectifs pédagogiques aux pratiques réelles, une approche socio-historique (Français)

Victoria Pichugina (Russian Academy of Education), Yana Volkova (RUDN University)

Marcus Tullius Cicero’s Ecophilosophy of Education (English)
Yosuke Hirota (Fukuyama City University)

The Child as a Voucher? The Marketization of the Swedish Preschools (English)
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The Pedagogical Magazine Mineira "Revista do Ensino" of 1932: aspects of the appropriation of the proposal Centers of Interest (English)
Juliana Chianni Balbino Fernandes (University of Sapucai Valley)
Olivier Chabi (ESPE-UPEC Paris Est-Créteil)

School in the landscape: loci 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 (Ağaç 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 Graduation, 1870-1920 (English)
Fanny Iserseee (Humboldt-Universität zu Berlin)

Classification of Children with Learning Problems in the Early 20th Century in the United States (English)
Ryo Yoshii (Fukuyma 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: Dedre Kaftery (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 nineteen century theories on the nature of the child through the lens of transnational female epistemologies (English)
Annmarie 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)

**2.2 SWG OBJECTS, SENSES AND THE MATERIAL WORLD OF SCHOOLING (1/4)**

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: Kazuhsa 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 (Universität de Genève, FPSE)

Faut-il placer les « mauvaises filles » ? Expertise et rééducation dans la France des «Trente glorieuses» (Français)
David Ngét (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 (4/4)**

INSTITUTIONAL IMPACT ON HISTORY OF EDUCATION RESEARCH

Chairs: Solenn Huétric (Lausanne University), Thérèse Hamel (Université Laval)

Introduction to the SWG Sessions (English)
Rita Hofstetter (Geneva University), Solenn Huétric (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 (Universidade de Málaga)

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

Historiographical Synthesis of the History of Education in the Baltic States from a Global Perspective (1901-2014) (English)
Iweta 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)
**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)

Miki 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)

**PREFORMED PANEL PARADIGMS OF NATURALNESS**

Chairs: Sabine Reh, Kerin Klinger, Joachim Scholz (Research Library for the History of Education)

Introduction

Kerin 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 Horiacher (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)

**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 (1938-1948): A methodological discussion (English)

Zehavit Schenkelowski (Ashkelon Academic College)

Let’s make a trip to nature! School excursions as a form of informal educational practices for teachers and students 1820-1938 (English)

Branko Sustar (Slovenian School Museum), Maj Haki Saje (National Museum of Slovenia)

**PANEL NATURE AND THE URBAN (6)**

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)

Marja Nieminen (University of Turku)

“Escuela Sí, Pero en el Parque no!” (School yes, but in the park, no) The Struggle for Humboldt Park in Chicago, 1966-1972 (English)

Mireise 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 Brasilia), Ingrid Ditrich Wiggers (University of Brasilia)

**PANEL TEACHING NATURE AND THE SCIENCES (2)**

Chair: Michaela Vogt (Bielefeld University)

Die Entfernung der Natur als „Weg zur Zivilisation“ - Naturwissenschaften als nationales Curriculum in Costa Rica 1886 bis 1950 (Deutsch)

Marianne Heinenberger (University of Zurich)

Childhood and Education of Signs in Printed Pedagogical Brazilians (1887-1892) (English)

Maria Loisia Maderia (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 Batı (Istanbul 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-Universitat zu Berlin)

**PANEL NATURE AND PEDAGOGIES (2)**

Chair: Beatriz Vincze (Eötvös Loránd University)

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

Shoji Aikido (Nanzan University of Education)

Movimiento Cooperativo de Escuela Popular. Practicas 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 Universität), Kurt Ludvigsen (Uni Research Rokksentertet)
Panel 2.11: Nature as an Educational Idea (2)
Chair: Sabine Krause (University of Koblenz-Landau)
Baden-Powell, de l’éducation à la citoyenneté: Le scoutisme et la citoyenneté active (Français)
Eszer Anna Nyúl (University of Pécs)
Dealing with nature: The emergence of “pedagogisch” (pedagogical) within the educational debate between 1750-1800 (English)
Daniel Przygoda (Humboldt-Universität zu Berlin)

Panel 2.12: Nature and Educational Theorizing (2)
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)

Panel 2.13: Education, Identity, Landscape
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)

Panel 2.14: Nature, Education and the Arts
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)
Elsa Welte (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)

Panel 2.15: Wonders of Nature
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 Röder (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)

Panel 2.16: Nature and the Disabled
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 (College of 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)
Annetieneke 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 Debbi (Università Cattolica del Sacro Cuore)

Panel 2.17: Nature, Technology and the Sciences
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 Alvis (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 Panamecaica)
Laicism and Religious Practices at the Origins of the Secondary School in Argentina: Continuities and Ruptures between Institutions (English)
Felictas 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, 80s-today (English)
Ismail Ferhat (Université de La Picardie Jules-Verne/CAREF)

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)

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

The courses of history of education in the curricula of Pedagogy and Teacher Training Degrees in Argentina, Brazil, Spain, Italy and Portugal (English)
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)
Claudia Sussnábar (Universidad Nacional de La Plata, FLACSO), Marcela Ginerst (Universidad Nacional de la Plata), Liliana Paredes (Universidad Nacional de la Plata)

Mapping the History of Education in Brazil (English)
Amano 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 Borruso (Università degli Studi Roma Tre), Domenico Elia (Università degli Studi «G. d'Annunzio» Chieti-Pescara), Juri Meda (Università degli Studi di Macerata), Fabio Pruneri (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)

PREFORMED PANEL PUBLIC EDUCATION AND NATIONALISM AS SECOND NATURE OF MODERN MANKIND
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 Töhrer (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)

SWG MIGRANTS, MIGRATION AND EDUCATION (1/3)

Higher Education on the Move: Student Migration and the Shaping of Higher Education in Colonial Asia (1850s-1940) (English)
Wilson Alves de Paiva (Universidade 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)
Elanda Figueiredo Arantes Tiballi (PUC-Goiás)

SWG HISTORY OF LAIC EDUCATION (2/4)

La naturaleza humana y la naturaleza de las cosas en la educación rousseauana (Español)
Felicitas Acosta (Universidad Nacional de Educación a Distancia)

DEFINITIONS, IDEAS AND PRACTICES IN SCHOOL TEXTBOOKS IN MEXICO: LAICA, RELIGIOUS AND SECULARIZATION OF SOCIAL LIFE IN THE XX CENTURY (Español)
Liliana Paredes (Universidad Nacional de la Plata)

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

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

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

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)

SWG MIGRANTS, MIGRATION AND EDUCATION (1/3)

MIGRANT STUDENTS
Chair: Emily Barker (University of Greenwich)

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

RNMD/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 (RNMD)
Education in nature: a contradiction? (English)
Christopher Beeman (Brandon University)

The conception of nature in Rudolf Steiner’s thought for the reception of Waldorf education and biodynamic agriculture in Spain in late Franciscoism (English)
Patricia Quintero Ureda (Universidad Nacional de Educación a Distancia)

3.8  PREFORMED PANEL NATURE AS A MEDIUM AND SUBJECT OF EDUCATION:
WESTERN IMPACT ON WOMEN’S HIGHER EDUCATION IN JAPAN BEFORE THE WORLD WAR II
Chair: Joyce Goodman (University of Winchester)

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)

Sumi Oe and Tokyo Kasei Gakuin: Interest towards ‘nature’ in domestic science education and agricultural education in the early twentieth century (English)
Sayaka Nakagomi (Kikkyo 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)

Chika Kuroda and Pioneering Male Chemists: The birth of female natural scientists in Japan in the early twentieth century (English)
Setsuko Kagawa (Waseda University)

3.9  PREFORMED PANEL ERZIEHUNG UND BILDUNG IM SPANNUNGSFELD VON METAPHYSISCHEN UND NATURALISTISCHEN ÜBERLEGUNGEN
Chair: Tibor Schwendtner (Károly Eszterházy University)

Bedeutungsschichten des Bildungsbegriffs Wilhelm von Humboldts (Deutsch)
Tibor Schwendtner (Károly Eszterházy University)

Die ästhetische Erziehung als die Humanisierung der Natur des Menschen in Schillers ästhetischen Schriften (Deutsch)
János Lobácky (Károly Eszterházy University)

Naturnähe und Naturverbundenheit in der Erziehung zu Beginn des 19. Jahrhunderts in Ungarn (Deutsch)
Irén Virág (Károly Eszterházy University)

Der Überwindungsversuch des Naturalismus und des Humanismus in der Erziehungspraxis von Eugen Fink (Deutsch)
Péter Sárkány (Károly Eszterházy University)

3.10  SYMPOSIUM CULTIVATING CHILDREN AND YOUTH: TRANSNATIONAL EXPLORATIONS OF THE URBAN AND THE NATURAL (1/4)
Convenors: Tim Allender (University of Sydney), Inês Dussel (DIE-CINVESTAV), Ian Groveson (University of Birmingham), Karin Priem (University of Luxembourg)

The Natural World of Elizabeth Brander in colonial India, 18180-1899 (English)
Tim Allender (University of Sydney)

The urban and the natural in education reform: The development of Hamburg Schullandheimen (rural school hostels) in the 1920s (English)
Christine Mayer (Universität Hamburg)

The Nature of the Child and the Urban in Educational Reform Movements of the 20th Century (English)
Meike Sophia Baader (Universität Hildesheim)

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

3.11  PANEL NATURE AND THE URBAN (2)
Chair: Susan Speiker (University of Koblenz-Landau)

Das städtische Kind und seine pädagogische Umgebung um die Wende des XX. Jahrhunderts (Deutsch)
Dánel István Sánda (Öbuda University)

La educación natural y urbana de las élites en Brasil del siglo XIX: las prácticas y los agentes (Español)
Maria Celi Chaves Vasconcelos (Universidade do Estado do Rio de Janeiro)

School and Urban Development in Spain: the Introduction of Children’s Traffic Parks in the Later Years of the Franco Regime (Español)
Gabriel Barceló Bauzó (University of the Balearic Islands), Llorenç Gelabert Gual (University of the Balearic Islands)

Representations of childhood in Greek language school textbooks: from the rural to the urban childhood (English)
Ioannis Mpetas (University of Western Macedonia), Sofia Avgitidou (University of Western Macedonia), Anastasia Tsiompanou (University of Western Macedonia)

Chair: Eckhardt Fuchs (Georg Eckert Institute for International Textbook Research)

Anglo-American Influence on the Teaching of the Natural Sciences in Primary Schools of 19th-Century Brazil (English)
Karl Lorentz (Sacred Heart University), Ariël Vechia (Universidade Tuiuti do Paraná)

Based on Nature: A Local University’s Practices of China, 1978-1998 (English)
Jia Liu (Central China Normal 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 1937-1942 (English)
Maria Giannakou (Katholieke Universiteit Leuven)

Chair: Diana Vidal (Universidade de São Paulo)

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-Trémaude (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 role of the Sanitary Educator Maria Antonieta de Castro in Brazilian Health Education - 1892-1984 (English)
Gabriel Barceló Bauzó (University of the Balearic Islands), Llorenç Gelabert Gual (University of the Balearic Islands)

Chair: Setsuko Kagawa (Nishikyushu University)

Brazilian Health Education - 1892-1984 (English)
Claudinéia Maria Vischi Avanzini (Universidade de São Paulo)

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)
4.2 MULTILINGUAL PANEL LA VIE AU GRAND AIR ET LES PÉDAGOGIES CORPORELLES: UNE NATURE QUI ÉDUQUE, SOIGNE ET DÉVIRIT

L’Éducation de plein air à São Paulo (1939-1950) (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 natureiste en France: leur influence et leur prise en compte institutionnelle (xixe-siècle-milieu du 20e siècle) (Français)
Sylvain Villaret (Le Mans Université)

4.3 MULTILINGUAL PANEL DENATURALIZE INEQUALITIES: RACE, CLASS, BODIES AND GENDER AS SOCIAL AND EDUCATIONAL CHALLENGES IN MÉXICO AND BRAZIL

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)
Flavia Obino Corrêa Werle (Universidade Do Vale Do Rio Dos Sinos)

“Me volvi 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)

Pathways to freedom: the meaning of teaching enslaved people (English)
Alexandra Lima da Silva (Universidade do Estado do Rio de Janeiro)

Utopia: a educação integral como superação da desigualdade (Español)
Lia Faria (Universidade do Estado do Rio de Janeiro)

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4.4 MULTILINGUAL PANEL NATURE ET ÉCOLOGIE: L’ÉDUCATION MISE AU DÉFI PAR L’ANTHROPOCÈNE

Apprendre à lire le temps qu’il fait (Français)
Denise Bernuzzi de Sant’Anna (Pontificia 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)

Environnemental education: from ethics to aesthetics (English)
Davide Scarso (Universidade Nova de Lisboa)

4.5 MULTILINGUAL PANEL NATUR UND ERZIEHUNG „ANORMALER“ KINDER IM 19. UND 20. JAHRHUNDERT

Chair: Patrick Bühler (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 Mündlich- und Krankenakte (Deutsch)
Michaela Kaiser (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)

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)

Discussant: Vera Moser (Humboldt-Universität zu Berlin)

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4.6 MULTILINGUAL PANEL VERS UN NOUVEAU MILIEU ÉDUCATIF SCOLAIRE. RÉFLEXIONS, EXPÉRIMENTATIONS SUR LE STATUT DE LA « NATURE » (XXE SIÈCLE)

Chair: Xavier Riondet (Université de Lorraine)

Retour sur les relations complexes entre pédagogues et réseaux nature théosophiques du Trait d’Union pendant l’entre-deux-guerres. La rencontre de l’éducation 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)

L’École Freinet: l’histoire d’un “milieu” paysagé pour l’action éducative (Français)
Frédérique Marie Prat (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)
Sylvain Prot (Université de Lorraine), Henri Louis Go (Université de Lorraine)

Nature et internationalisme au sein du Bureau International d’Education (B.I.E) (Français)
Cécile Bos (Université de Genève), Emeline Bryinski (Université de Genève)

Discussant: Frédéric Mole (Université de Genève, ERHISE)
THURSDAY  August 30  2:00 - 3:30

SESSION  5
ROOM  1.501

5.1  SWG GROWING UP IN OUT-OF-HOME CARE (2/2)
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 (FHWN, Olten), Gisela Haus (FHWN, 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: REFORMISMS(S), PROGRESSIVISMS(S), CONSERVATISMS(S) IN EDUCATION (1/3)
Room 1.204

SWG REFORPRO: REFORMISMS(S), PROGRESSIVISMS(S), CONSERVATISMS(S) IN EDUCATION (1/3)
Chair: Thomas S. Popkewitz (University of Wisconsin-Madison)

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 Perena 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)
Quassama Naouar (Universidade Federal de Pernambuco)

Educating to democracy, between Progressivism and Conservatism (Français)
Dominique Ottavi (Université de Genève), André Robert (Université Lumière Lyon 2)

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), Aída Namora (Universidade de Lisboa)

5.3  SWG MIGRANTS, MIGRATION AND EDUCATION (2/3)
1.601

TEXTUAL SOURCES, PEDAGOGICAL METHODS AND MIGRATION

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

Émigrés' Elementary Textbooks as a Source for the HE: the Russian Case of the 1920s (English)
Vitaly Bezirgov (Institut Strategii Razvitiya Obrazovaniya RAO), Natalya Baranikowa (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 Laboueurs (1914-1925) (English)
Marina De PickerView (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 Gegenständendarstellung Im Bildungsprojekt der lutherischen Missouri-Synode in Brasilien (Deutsch)
Patricia 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: LEBENSSERFORDUNG UND REFORMPÄDAGOGIK) (2/3)

LEBENSPHILOSOPHISCHE GRUNDLAGEN, NATURÄSTHETIK IN LITERATUR UND MUSIK, UTOPIEN (Deutsch)

Chair: Ichiro Sato (University of Yamanashi), Raphael Sänger (Universität Hamburg)

How Nature is Given Names: The International Emergence of Educational Sciences in the Post World War Two Years (1/3)
Chair: Jeroen J. H. Dekker (Rijksuniversiteit Groningen)

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

Kai-Jung Hsiao (University of Wisconsin-Madison)
Taiwanese Curriculum Reform (English)

Entrepreneurial "Nature," "Under-Developed Societies," and Social Sciences in the Challenges of the Cold War (English)
Miguel A. Pereyra (University of Granada)

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)
Mariah Sedigh (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 (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 Australasia (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 (Pontificia Universidade Católica do Rio Grande do Sul), Déico 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)
Márcia 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)
Francisco Comas Rubi (Universitat de les Illes Balears), Sara González Gómez (Universitat de les Illes Balears)

Cultivating an 'earthly paradise': nature, informal education, and citizenship in Birmingham, 1905-1945 (English)
Sian 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 Callellidemont (Universitat de Vic)

Discussants: Martin Lawn (University of Oxford), Kate Roumaniere (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 civic 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)
Xuyuan 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 Rafferty (University College Dublin), Ruth Fennis (University College Dublin)

A Tale of Two Lorettos: 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)
Cathrina Delaney (University College Dublin), Catherine Noalian-Roebuck (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 Seljuk Madrasahs (English)
Tolga Baszkurt (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 (4)
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 Alison (Nopissing 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 Marz (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
Marisa Bittar (Federal University of São Carlos) & Thérèse Hamel (Université Laval)

5.14 PANEL EDUCATION AND NATURE (3)
1.255
Chair: Fanny Isensee (Humboldt-Universität zu Berlin)

Education and the nature of the child: a social history of education in Brazil, 1930-1943 (English)
Michael William Bowman (Iowa State University)

The nature of the education of children: The case of British India, 1911-1947 (English)
Michael William Bowman (Iowa State University)

The role of nature in health education in Hungary (English)
Henriette Pusztafalvi (University of Pecs)
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)

1.401

6.5 PANEL NATURE AS AN ARGUMENT (2)

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)

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)

Rossanny Campos Berto (Federal University of Espirito 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), Elzangela 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

Chair: Kari Deili (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)

Yuika 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)

Marcia Paolis (Universidade de Brasília)

6.8 PANEL NATURE AS AN EDUCATIONAL CONTENT

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 Maria 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)

Antonia Padilla Arroyo (Universidad Autónoma del Estado de Morelos)

Real Gymnasium and its Importance in the Context of Rebirth of Poland in 1918

Elizangela Alves da Silva Moraes (Instituto Federal de Educação de Goiás)

La formación del pequeño trabajador rural en el Cathecismo de agricultura de Antonio de Castro Lopes (1869) (Español)

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6.9  PANEL EDUCATION AND NATURE: POLITICAL DIMENSIONS
Chair: Marianne Helfenberger (Universitäre Fernstudien Schweiz)
January 1993 – The Founding Meeting of Education International (English)
Harry Smaller (York University)
Nature and Nurture in the 1950s. Dutch Research on Potential of Working Class Youth (1948-1960) (English)
Hilda Trifantje Aida Amsing (University of Groningen)
Estética escolar y construcción de una „naturaleza nacional“ en la escuela Argentina moderna (Español)
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)
Monica del Carmen Meza-Meja (Universidad Panamericana)

6.10 PANEL NATURE AS AN EDUCATIONAL CONTEXT (1)
Chair: Jane Weiß (Humboldt-Universität zu Berlin)
Education, outdoor life and amusement activities on the coast of Fortaleza between 1900 and 1930 (English)
Nora Romero Montenegro (Universidade Estadual de Campinas)
Natur in den Freizeitaktivitäten von Gymnasien in Ungarn (1867–1918) (Deutsch)
Magdolna Rébay (University of Pécs)
The main dimensions of field/nature trips that can be drawn from the history of Zionist and Israeli education (1888-2017) (English)
Yuval Dror (Tel Aviv University)
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)
Steffen Sammler (Georg Eckert Institute for International Textbook Research)

6.11 PANEL CONSTRUCTING NATURE IN EDUCATIONAL SETTINGS AND MATERIALS
Chair: Marc Depaepe (Katholike Universiteit Leuven)
The Illustrated Albums of the Interior of São Paulo: Incarnated Modernity (English)
Raquel Discini Campos (Universidade Federal de Uberlandia)
Nature as an open and progressive construction: a pre-condition of education and a requirement of didactical experiences (English)
Luciana Bellalatla (University of Ferrara)
Les savoirs et pratiques naturels et la définition d’une « pédagogie de terrain » en histoire en contexte camerounais (Français)
Melboma Ntouala Arnold Sothene (Université de Yaoundé)
Nature as a Way and Educational Theme of Brazilian’s Child on the Almanach Do Tico-Tico Pages (English)
Maria Zeila Maia Souza (Juiz de Fora Federal University)

6.12 PANEL NATURE AS AN EDUCATIONAL IDEA (3)
Chair: Rosa Bruno-Jofré (Queen's University)
La dialectique du Retour à la Nature dans la pensée éducative sioniste au début du 2ème siècle (Français)
Yehuda Bitty (Herzog Academic College)
Pour une éducation esthétique au sens de la Nature. Ce qu’on entend sur la montagne de V. Hugo entre littérature et musique (Français)
Leonardo Acone (University of Salerno)

6.13 PANEL NATURE AND EDUCATIONAL ANTHROPOLOGY
Chair: Gefangener von Königstein-Lindau
„Wie einen feinen jungen Baum, der Frucht tragen könnte“: human nature, natural and social order, and the possibilities of education in Martin Luther’s educational writings (English)
Liana 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 László 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)

6.14 PANEL NATURE AND TECHNOLOGIES OF SCHOOLING
Chair: Thomas Koinzer (Humboldt-Universität zu Berlin)
The Rolle der deutsch- und englansprachigen Lesebücher bei der Vermittlung der Realien in den Elementarschulen im 19. Jahrhundert (Deutsch)
Martin Mörg (University of Pécs)
School gardening as an educative tool in a colonial context (English)
Kay Whitehead (Flinders University)
Searching For Home (English)
Shabina Aslam (University of Huddersfield)

6.15 PANEL NATURALIZING THE SOCIAL
Chair: Zoltán András Szabó (Eötvös Loránd University)
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 (1810-1900) (English)
Tilli Eble (Humboldt-Universität zu Berlin)
Discourses on emancipation and establishment for the citizenship in Brazilian policies (English)
Juliana Marsico (Universidade Federal do Rio de Janeiro)
Cecília Santos Oliveira (Universidade do Estado do Rio de Janeiro, Universidade Federal do Rio de Janeiro),
Marcia Serra Ferreira (Universidade Federal do Rio de Janeiro)

6.16 PANEL NATURE AS AN EDUCATIONAL CONTEXT (2)
Chair: Felisitas Acosta (Universidade Nacional de General Samambaia)
Living and Learning on the Farm: American Higher Education agricultural residential communities (English)
Kate Roumaniere (Miami University)
El medio natural como entorno educativo: Las colonias escolares en el Sanatorio de Oza, A Coruña (1912-1936) (Español)
José Manuel Domínguez García (UNED)
**FRIDAY August 31 9:00 - 10:30**

**1.103 7.4**

**SWG TOUCHING BODIES IN SCHOOL (2/3)**

**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 Greve Veiga (Federal University of Minas Gerais)

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**1.406 7.6**

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

**TANZ, BEWEGUNG, KÖRPER, SPIRITUALITÄT**

**PERSPEKTIVEN (SCHWERPUNKTE: LEBENSREFORM UND REFORMPÄDAGOGIK) (2/3)**

**1.406 7.6**

**Helen Proctor (University of Sydney)**

**Sociology for school teachers in multicultural Australia** (English)

**Makrina Finlay (Kylemore Abbey)**

**Deirdre Raftery (University College Dublin), Maria Williams (University College London), Makrina Finlay (Kylemore Abbey)**

**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)

**Let's make animals our true friends.**

**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)**

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**1.204 7.3**

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

**FRENCH POLITICAL AND EDUCATIONAL CONTROVERSIES ABOUT PROGRESSIVISM AND CONSERVATISM**

**Chair: Andrè Robert (Université Lumière Lyon 2)**

**Political parties and their semantic approach about the scholar reform: from the revolution to the restoration! (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 Rondelet (Université de Lorraine)**

**Social conservatism and pedagogical reformism: the case of the CNGA after May 1968** (Français)

**Yves Veneuil (Université Lumière Lyon 2)**

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**1.205 7.2**

**SWG HISTORY OF LAIC EDUCATION (3/4)**

**EDUCATIONAL ASSOCIATIONS AND LAIC (SECULAR) EDUCATION**

**Chair: Bruno Pouzet (Université de Picardie Jules Verne)**

**LIGA DO ENSINO NO BRASIL AND LIGA DO ENSINO MAGAZINE:**

**Rui Barbosa assembles the devotees of Brazilian education (1893-1894)** (English)

**Maria Helena Camara Bastos (Pontificia Universidade Católica de Rio Grande del Sul), Tatiane Ermel de Freitas (Pontificia Universidade Católica de Rio Grande del Sul)**

**De la laïcisation à la re-confessionnalisation de l’éducation en Centrafrique (1962 - 1997). Histoire d’une relation atypique entre l’Etat et l’Église à travers la convention de partenariat éducatif (Français)**

**Jean-Louise Yerima Banga (Université de Picardie Jules Verne)**

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**1.201 7.1**

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

**PEDAGOGUES AND CULTURAL MEDIATION**

**Chair: André Robert (Université Lumière Lyon 2)**

**Discussant: Christine Mayer (Universität Hamburg)**

**Simonetta Polenghi (Università Cattolica del Sacro Cuore)**

**Paolo Alfieri (Università Cattolica del Sacro Cuore),**

**Melinda Földiné (ELTE Eötvös Loránd University), Lajos Komár (ELTE Eötvös Loránd University)**

**Appearence of Yoga and yogic way of life as a natural component of life reform and Christian habits in the early 20th century Hungarian art of movement - modern dance (mzoalmutvészet) in the pedagogical and art endeavours of new musical movements** (English)

**Márk Fenyves (ELTE Eötvös Loránd), Villő Pethö (University of Szeged, Hungary)**

**Convenors: András Németh (ELTE Eötvös Loránd University), TANZ, BEWEGUNG, KÖRPER, SPIRITUALITÄT**

**PERSPEKTIVEN (SCHWERPUNKTE: LEBENSREFORM UND REFORMPÄDAGOGIK) (2/3)**

**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 (mzoalmutvészet) in the pedagogical and art endeavours of new musical movements** (English)

**Márk Fenyves (ELTE Eötvös Loránd), Viló Pethő (University of Szeged, Hungary)**

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**1.101 7.5**

**SWG HISTORY OF LAIC EDUCATION (3/4)**

**EDUCATIONAL ASSOCIATIONS AND LAIC (SECULAR) EDUCATION**

**Chair: Bruno Pouzet (Université de Picardie Jules Verne)**

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**1.103 7.6**

**SWG TOUCHING BODIES IN SCHOOL (2/3)**

**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 Greve Veiga (Federal University of Minas Gerais)
7.7 SYMPOSIUM HOW NATURE IS GIVEN NAMES: THE INTERNATIONAL EMERGENCE OF EDUCATIONAL SCIENCES IN THE POST WORLD WAR TWO YEARS (1/3)
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 Wärn (University of Gothenburg), Caroline RunedDOTTER (University of Gothenburg), Daniel Petersson (University of Gavle)
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
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 Möggenburg (Leuphana Universität Lüneburg)
Discussant: Frederik Herman (FHNW Fachhochschule Nordwestschweiz)

7.9 PREFORMED PANEL NATURE, CULTURE, AND UNIVERSALISM: NEW EDUCATION AND INDIA (1920-1952)
Chair: Marcelo Caruso (Humboldt-Universitat zu Berlin)
The ‘natural determination’ of India: New Educationist Indophilia and concepts of naturalness in Indo-German encounters during the 1920s and 1930s (English)
Elia Horn (Technical University Braunschweig)
Indianising Montessori: Science, Nature, and the Project of National Education, 1920s-1950s (English)
Jana Schunzer (University of Göttingen)
The Nature and Culture of Dalit Education: John Dewey and B.R. Ambedkar (English)
Shalaga Paik (University of Cincinnati)
Discussant: Tim Allender (University of Sydney)

7.10 PANEL NATURE AND THE NATION (2)
Chair: Marianne Helfenberger (Universität Fernstudien Schweiz)
The Genius of the Race: the nature of the Spanish child according to the Francist 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 Pougarioudou (University of Western Macedonia)

7.11 PANEL TEACHING NATURE AND THE SCIENCES (5)
Chair: Pablo Pinhue (University of Buenos Aires)
Conceptualizing Science Education Curricula and Practices through a historical lens (English)
Kerstin Le Heesen (University of Luxembourg), Christina Sey (University of Luxembourg), Catherine Schreiber (University of Vienna)
Lecciones de cosas: ciencia y modernización de la sociedad (Brazil, siglo xix) (Español)
Vera Teresa Valdemann (UNESP)
Subjects of natural sciences family life aspects of Hungarian curricula between the two World Wars (English)
Orolya Rikka Ulterovkovich (University of Pécs, Education and Society Doktoral School of Education)

7.12 PANEL NATURE AND EDUCATIONAL THEORIZING (2)
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 Hetz (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)
Chair: Eckhard 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 Bromwen 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 Burt (Zurich University of Teacher Education)
Education and the “order of nature” in Mexico, 1880-1950 (English)
Eugenia Roldán Vera (DE-INVESTAV)
Filling the emptiness: The concept of Desert in the Argentinean education (English)
Agustín Assanedo (Universidad de Buenos Aires)

7.14 PANEL NATURE AND GENDER (2)
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)
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)

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)

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)

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

Panel: Inheritance and Environment
Chair: Stefanie Kollmann (Research Library for the History of Education)

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

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

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)
Pierre Monin (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)
8.4 SWG MAPPING THE DISCIPLINE HISTORY OF EDUCATION (4/4)

Publishing Trends in the History of Education: Key Perspectives

Chair: Mark Freeman (UCL Institute of Education), Heather Ellis (University of Sheffield)

The View from History of Education Quarterly (English)
Nancy Beadle (University of Washington)

The View from History of Education (English)
Mark Freeman (UCL Institute of Education)

The View from the British Educational Research Association (BERA) (English)
Gary McCullish (UCL Institute of Education)

Conclusion and Perspectives
Emmanuelle Picard (Ecole Normale Supérieure), Solenn Huitric (Lausanne University)

Discussants: Mark Freeman (UCL Institute of Education), Heather Ellis (University of Sheffield)

8.5 SWG TOUCHING BODIES IN SCHOOL (9/3)

Hygiene, Eugenics and the Education of the Body

A Nature that Heals the Body and Brightens the Soul (English)
Heloisa Helena Pimenta Rocha (UNICAMP)

“The Gentle Leaning of a Loving Little Body”: The Providence Lithograph Company and the Envisioning of Intimacy in the Sunday School Classroom 1920-50 (English)
Sandy Brewer (Oxford Brookes University)

La Naturaleza en la Educación Alimentaria Escolar: Argentina, Periodo de Programa de Asuntos (Español)
Angélica Pall Oriani (University of São Paulo), Daniela Luque (Pontificia Universidad Católica de Chile)

Reflections on Eugenics, Sanitation, Hygiene and Rural Schools in the Early Decades of the 20th Century (English)
Angélica Pall Oriani (University of São Paulo)

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

Spezifische Konzepte in der Reformpädagogik

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

Nature and Gesellschaft in reformpädagogischen Konzepten (Deutsch)
Johanna Hopfner (Universität Graz), Claudia Stockl (Universität Graz)

Kindliche Natur und naturnahes Erziehen 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)

Nature, Naturality and Sacrality in Rudolf Steiner’s Pedagogical Anthropology (English)
Brigitta Balogh (ELTE Eötvös Loránd University)

Discussant: Christine Mayer (Universität Hamburg)

8.7 PREFORMED PANEL BOARDING SCHOOLS AND THE RETREAT INTO NATURE: TRANSNATIONAL PERSPECTIVES ON THE RURALIZATION OF ELITE EDUCATION

From an Alpine Elite to the World and the Wealthy: Examining the Historical Trajectory of a Secondary School in Switzerland (English)

Petter Sandgren (Stockholm University)

Retreat into the ‘Pedagogical Province’? German (Elite) Education on Its Way “Back to Nature”, 1870 to 1930 (English)
Karen Lilie (UCL Institute of Education)

The Pastoral Turns in the History of Secondary Education: A Transnational Perspective (English)
Daniel Gerster (University of Munster)

8.8 PREFORMED PANEL EDUCATION, THE NATURAL WORLD AND SOCIAL CHANGE IN POST-WAR BRITAIN

Nature as Educator? The place of the body in the teaching of formal Sex Education in postwar Britain (English)
Ellie Simpson (University of Winchester)

The School pond: from an ‘essential’ place to a disused space within the primary school (English)
Catherine Holloway (University of Winchester)

Conservation, Environmentalism and Citizenship in the British Girl Guide Organisation during the Long 1980s (English)
Sian Edwards (University of Winchester)

8.9 PANEL NATURE AND CHILDHOOD (1)

Changing conceptualisations of childhood. Accessing the child in residential childcare between instability, sin and pure nature (English)
Gisela Haus (University of Applied Sciences Northwestern Switzerland)

“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)

Visual History of Childhood: working with paintings, wooden-block prints and illuminated manuscripts (English)
Orosaya Endrődy-Nagy (Eötvös Loránd University)

Nature or nurture? Parenting and the cognitive development of the child, an analysis of childrearing advice (1945-1958, 1994-2007) (English)
Carla Vilhena (Universidade do Algarve), António Gomes Ferreira (Universidade de Coimbra), Luís Mota (Universidade de Coimbra)

8.10 PANEL ‘NATURE’ AS A DEEP CHARACTERIZATION (2)

The nature of social and class relations in images in Spanish textbooks from 1923 to 1975 (English)
Christian Werner Roith (Universidad de Almería), Rosa María Granados-Martínez (Universidad de Almería)

A Historical View On The Nature Of Mathematics Education In Western Countries (English)
Shaghayegh Nadimi (University of Luxembourg)

Educación en Derechos Humanos en el ámbito de Historia y Ciencias sociales: naturaleza y desafíos de la relación entre formación de profesores y enseñanza escolar en el Chile post-dictadura (1990-2017) (Español)
Daniela Luque (Pontificia Universidad Católica de Chile), Mabelin Garrido (Pontificia Universidad Católica de Chile)

Chair: Gabriela Ossenbach (Universidad National de Educación a Distancia)

Chair: Josefine Wähler (Research Library for the History of Education, Humboldt-Universität zu Berlin)

Petter Sandgren (Stockholm University)

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Carla Vilhena (Universidade do Algarve), António Gomes Ferreira (Universidade de Coimbra), Luís Mota (Universidade de Coimbra)
FRIDAY August 31  11:00 - 1:00

SESSION 9  ROOM 1.402

9.1 MULTILINGUAL PANEL  QUESTIONER LA DIVISION NATURE/CULTURE DANS LES DISCOURS ET LES PRATIQUES EDUCATIVES II: LES FEMMES PÉDAGOGUES EN FRANCE ET AU BRÉSIL (2/2)
Convenor: Pablo Toro Blanco (Universidad Alberto Hurtado)
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 – HARE)

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

Trajectoire d’une promotrice de l’enseignement primaire supérieur féminin à Paris: Bente Côrrego, 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, Universitat Passau)

Mapping urban school segregation, how the neoliberal school market does not regulate itself (English)
Nora Haas (Université de Perpignan Via Domitia)

Esther Gyna (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 Graná (University of Málaga), Francisco Martín (University of Málaga)

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 Cerqueira Cuellar (Universidad del Valle)

Los estudios de la naturaleza en la escuela primaria: reflexiones desde el manual Elementos de Pedagogía (Español)
Rafael Rios Betrán (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

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)

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 XXth century (English)
Paolo Alferi (Università Cattolica del Sacro Cuore), Simonetta Polenghi (Università Cattolica del Sacro Cuore)
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
ROOM 1.205
10.1 PREFORMED PANEL KNOWING NORDIC NATURE. NATURE AS A SUBJECT OF EDUCATION IN NINETEENTH CENTURY NORDIC COUNTRIES

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

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 Rjloutsiki (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

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 (Orebro University)

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

Economics, Natural Law, and the Development of For-Profit Colleges in the US (English)
A.J. Angelo (University of Massachusetts Lowell)
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<th>Panel</th>
<th>Title</th>
<th>Chair</th>
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<tr>
<td>PANEL NATURE AND PEDAGOGIES (g)</td>
<td>“Journeys in the room.” Teaching about nature without nature (English)</td>
<td>Angela Van Gorp (University of Koblenz-Landau)</td>
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<td>PANEL NATURE AS AN EDUCATIONAL IDEA (a)</td>
<td>Educar para domesticar la naturaleza humana. John Dewey y Antón S. Makarenko: dos perspectivas, una misma aspiración (Español)</td>
<td>Rosa Bruno-Jofré (Queen's University)</td>
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<td>PANEL NATURE, ETHNOCENTRISM AND OTHERING (s)</td>
<td>The Nature of the Sami People in the Eyes of Early Modern Educators (English)</td>
<td>Rita Nikolai (Humboldt-Universität zu Berlin)</td>
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<td>PANEL PLANTS, ANIMALS AND EDUCATION (a)</td>
<td>Civilizing by means of compassion. The educational project of animal protection and its contribution to the Italian nation building in the XIXth century (English)</td>
<td>Gabriela Ossenbach Sauter (Universidad Nacional de Educación a Distancia)</td>
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<td>PANEL NATURE AND TEXTBOOKS (a)</td>
<td>Los discursos sobre la muerte en los libros de lectura escolar en Argentina a principios del siglo XX (Español)</td>
<td>Gabriela Ostenbach Sauter (Universidad Nacional de Educación a Distancia)</td>
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<td>PANEL NATURE, RURAL SCHOOLS AND RURAL EDUCATION (2)</td>
<td>Paisajes escolares en el medio rural. Herencias e intervenciones pedagógicas sobre el entorno productivo (Español)</td>
<td>Susanne Spieker (University of Koblenz-Landau)</td>
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<td>PANEL PLANTS AND PLANTINGS (3)</td>
<td>The use of nature: school journeys in secondary education Portugal (1890s-1930s) (English)</td>
<td>Susanne Spieker (University of Koblenz-Landau)</td>
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<td>PANEL PLANTS AND PLANTINGS (3)</td>
<td>Nature in education: the migration of the &quot;snow class&quot; model from France to Canada (193-1995) (English)</td>
<td>Susanne Spieker (University of Koblenz-Landau)</td>
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<td>PANEL PLANTS AND PLANTINGS (3)</td>
<td>Nature as a Semiotic Text on Reading Lessons in the State of Espírito Santo, Brazil (1894 to 1960) (English)</td>
<td>Susanne Spieker (University of Koblenz-Landau)</td>
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<td>PANEL PLANTS AND PLANTINGS (3)</td>
<td>Conocimientos históricos, educación moral y cívica en la escuela primaria: la difusión de concepciones republicanas por la Serie Puiggari-Barreto (Español)</td>
<td>Susanne Spieker (University of Koblenz-Landau)</td>
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<td>PANEL PLANTS AND PLANTINGS (3)</td>
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<tr>
<td>PANEL PLANTS AND PLANTINGS (3)</td>
<td>Open Windows: &quot;Tree Planting&quot; in Farroupilha School, Porto Alegre/Brasil (1978-1990) (English)</td>
<td>Susanne Spieker (University of Koblenz-Landau)</td>
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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
1.501
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
1.506
Chair: Max Deparpe (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)

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

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

SYMPOSIUM CULTIVATING CHILDREN AND YOUTH: TRANSNATIONAL EXPLORATIONS
OF THE URBAN AND THE NATURAL (4/4)
Convenors: Tim Allender (University of Sydney), Inks 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 Roumsaniere (Miami University)

PANEL NATURE AND CHILDHOOD (3)
Chair: Daniel Töpper (Humboldt-Universität zu Berlin)

Reassessing the Interpretations of the Origins of Project ‘Head Start’ in the USA (English)
Maris Arved Vinovskis (University of Michigan Ann Arbor)

The Role of the average child’s Nature in educational decisions in Canada and Germany:
A historical comparative analysis of assessment processes, 1950-1980. (English)
Michaela Vogt (Bielefeld University), John Allison (Nipissing University)

The Plowden Report (1967) and the nature of the child (English)
Caxia Peng (Soochow University)

Between nature and nurture: the diagnosing and treatment of childhood behavioral problems
in a Dutch child-psychiatric clinic (1953-1961) (English)
Petronella Catharina Maria Bakker (University of Groningen), Milou Smit (University of Groningen)

PANEL THE NATURALIZATION OF CULTURE AND SCHOOLING (3)
Chair: Felicitas Acosta (Universidad Nacional de General Sarmiento)

"The natural criterion": Attainment and the grouping of children
in 19th-century European elementary schools (English)
Marcelo Caruso (Humboldt-Universität zu Berlin)

Un/Natural Early Reading: Social Class and the Uses of Nature in the Campaign Against Reading
Instruction for Young Children in the United States, from Common Schools to Nursery Schools (English)
Barbara Rachel Bratty (Wellesley College)

El gusto es una evolución. La educación de los sentimientos estéticos en
el análisis científico de Rodolfo Senet (Spanish)
Ignacio Frechtel (Universidad de Buenos Aires)

PANEL NATURE AND PEDAGOGIES (4)
Chair: Thomas Koinzer (Humboldt-Universität zu Berlin)

Playing as a teacher’s work within natural environments in Brazilian’s early childhood
schools: analysing some influences and suggestions for educational practice (English)
Alessandra Elizabeth Ferrera Goncalves Prado (Federal University of São Carlos),
Alessandra Arce Hai (Federal University of São Carlos)

The Utopian Garden: The German Kindergarten Movement and Nature during the
Revolutionary 1840s (English)
Nisrine Rahal (University of Toronto)

School groups and the intuitive method; spaces where nature contributed
to the didactic-pedagogical process (English)
Cintia Lima Rafael (Universidade Estadual Paulista “Júlio de Mesquita Filho”),
Silvia Maria de Oliveira (Universidade Estadual Paulista “Júlio de Mesquita Filho”)

PANEL NATURE, ETHNOCENTRISM AND OTHERING (2)
Chair: Esbjörn Larsson (Uppsala University)

A human zoo for a living lesson of colonialism in Porto (1934) (English)
Luís Grosso Correia (Centre for Research and Intervention in Education)

Adventure, Character Formation, and Japanese Youth: The Educational Role of Boys Magazines in Early Modern Japan (English)
William Robert Stevenson (Doshisha University)

Von der Natur zur Kultur – Bildsamkeit von Sinti und Roma (Deutsch)
Jane Weiß (Humboldt-Universität zu Berlin)

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Joyce Goodman (University of Winchester)
Looking for Jesus in God's Second Book: Absences and Paradoxes in the Visual Culture of Sunday Schools in the UK and the USA 1900-1950 (English)
Sandy Eleanor Brewer (Oxford Brookes University)
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 specific contexts. In this fashion, ISCHE 41 encourages scholars to analyse a wide range of issues (social, cultural, political, economic, technological, pedagogical, material and subjective) that invest education 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, metropolitan
4. Material, textual, imagined and virtual spaces of education
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7. The politics of place: authority, citizenship, democracy, gender and empowerment

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