



International Standing Conference for the History of Education

General Assembly
ISCHE 43, Milan 2022
2 September 2022, 11.00–12:30pm CET

Documents for General Assembly Porto 2019

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I. Agenda for the General Assembly on 2 September 2022

1. Approval of the Agenda
2. Approval of Online General Assembly Minutes, 24 June 2021
3. Approval of Extraordinary Online General Assembly Minutes, 3 December 2021
4. Amendment of Constitution
5. Amendment of Byelaws
6. President's Report
7. Treasurer's Report 1 January–31 December 2021
8. Approval of the 2021 budget and Exculpation of the EC for the year 2021 (online)
9. Election of ISCHE President (online)
10. Election of EC Members (online)
11. ISCHE 2022 First Book Award
12. Early Career Conference Paper Award 2021
13. ISCHE Language Policy
14. ISCHE 44 Budapest, 18–21 July 2023
15. Discussion and approval of new SWGs
16. Additional recommendations from membership

II. Minutes of Online General Assembly, 24 June 2021

The GA takes place via Zoom. 73 members are present.

1 Approval of the Agenda

The agenda for this meeting is approved.

2 President's Report

Karin Priem presents an abridged version of the report that was distributed to the members prior to the Assembly. She thanks the membership and EC for their support during this period. She is grateful for members' continued trust during these difficult times.

The first highlight is the experience of ISCHE 42, which was our first ever online meeting and in that respect was experimental. Johannes Westberg and Franziska Primus did a wonderful job and were very flexible in adapting to the new circumstances. In addition, Fanny Isensee and Angelika Wegscheider from our Berlin office also worked very hard and invested a lot of energy in preparing the conference. The fees were substantially reduced for this conference. The EC made the decision to offer free registration for ECRs and we had a great number of participants from that group.

The Thinkering Group, coordinated by Inês Félix, was very active in organising meetings and the first ISCHE Twitter Conference, held on 11 June 2021. An account of the experience can be found on Twitter (@tw_ISCHE).

In September 2019 the EC met in Luxembourg and we discussed the development of the ISCHE ConfTool, which worked very well for this conference.

At that meeting we also discussed how to proceed with the ISCHE Language Policy Working Group. The group worked throughout these months and has already produced some recommendations.

We will discuss this at ISCHE 43 in Milan. It is still an open question as to whether this conference will be hybrid or on site.

The next highlight is the online archive we are building on Education & Pandemics. This is a project in connection with the ISCHE Salon initiative, supported by ISCHE and the Paedagogica Historia Foundation. KP invites members to visit the site online and to contribute to this project; it is audience- and user-oriented.

Because of the pandemic, ISCHE developed an online voting system in autumn 2020. 150 members responded and voted online. The results are as follows: (1) The proposal in relation to the extensions of the terms of office of ISCHE Executive Committee members, given the impossibility of holding elections at in-person meetings, was approved with 146 votes for, 1 vote against and 3 abstentions. (2) The proposal regarding the acceptance of the 2019 President's and Financial Report and exculpation of the ISCHE Executive Committee was approved with 147 votes for and 3 votes against (no abstentions).

To conclude, Karin Priem extends a special thank you to those members of the EC who are reaching the end of their terms: Diana Vidal, our wonderful treasurer, Inês Felix who created enormous momentum in supporting ISCHE's ECRs, Angelo van Gorp, who might stand for a new term, and Ian Grosvenor, who had been in the EC for several years, gave excellent advice, and acted as a living memory of agreements and guidelines.

3 Announcement of Online Approvals and Final Approvals at ISCHE 43 Milan (2019 and 2020 Budgets, Minutes of the General Assembly in Porto in 2019, and Exculpation of the Executive Committee in 2019 and 2020)

Under German law we are not allowed to approve this in Zoom, so we will have to organise another online system for approval. If you would like to suggest any changes to the Porto minutes, please let us know and we will get back to you, very likely in late September or early October.

4 Treasurer's Report 2020

Diana Vidal presents the report that will be voted on for approval in the autumn. Members have already received a copy of the 2020 Budget in the conference package, and she hopes that they have had a chance to look at it. She informs members that, despite all the unexpected events over the last year and half, total losses in 2020 were not very different from what we predicted in 2019. Instead of the predicted €5,321.00, total losses came to €7,285.18. The expenses incurred by the Berlin office increased because of the new duties the staff had to assume. However, no money was spent on travel stipends and association outreach. It is worth highlighting that we kept the income from memberships as projected. And we must thank you all for continuing to support ISCHE during this period. We started 2021 with €43,536.79 in ISCHE's bank account, which is great news.

Diana Vidal feels that we have more reasons to be optimistic, as the estimated budget for 2021 is even higher than the 2020 budget. We are projecting income of €10,737.86, mainly related to conference fees; this indicates that we made the right decision when we decided to recalculate the conference fees.

When we started to organise ISCHE 42 back in 2019, we estimated the conference fee for members at €250.00, with a special price of €70.00 for ECR members. With the pandemic and the change in the world economy, we decided to charge just €80.00 for members and to make the conference free for ECR members. The idea was to encourage researchers to attend the conference in the online format to keep the sense of community ISCHE has built over the years. By the end of 2021, however, total income may have actually gone up, if we consider that the payment of membership fees might improve. Again, we want to thank you all for supporting ISCHE in these awkward times and trusting the EC.

5 ISCHE 2020 First Book Award

The book award was given to Anna Kathryn Kendrick, currently at New York University, Shanghai, for her book entitled *Humanizing Childhood in Early Twentieth-Century Spain*. Cambridge: Legenda, 2020.

Her study makes a very solid contribution to the existing literature on the role of education in shaping childhood, and vice versa, in the late 19th and early 20th century. It explores the role of educational reformers in a variety of guises, including psychologists, artists and other avant-

garde opinion makers. Kendrick's work can be characterised as an "intellectual" history in the purest sense of the term: an intellectual effort to see connections within the broad theme of "childhood" in a specific period of time and geographical context that have hitherto been little explored. The research was carried out with a rich conceptual analysis of aspects including the role of the idea of holism in pedagogy, Darwinian biology and Gestalt psychology, the parallelism between phenomenological educational philosophy and holism in e.g. Guillén's children's poems (about play), and so on. The book has a very logical structure, corresponding to the main issues of the conceptual analysis. Equally exquisite is the edition of the book, reflecting the fact that it is part of a major series. It is hardcover, with a wealth of relevant, beautiful illustrations and an excellent bibliographical section at the end. But the most important thing is that the author succeeds in describing, interpreting and explaining a broad social and cultural-historical evolution – in particular the valorisation and humanisation of childhood in the early 20th century. She does this on the basis of the situation in pre-Francoist Spain, but at the same time makes it clear by using general frames of reference that this evolution has been typical of the entire Western world. For all these reasons, it deserves the ISCHE Book Award. In a certain sense this is also a recognition of the importance of the Iberian and Latin American input to our field in recent decades.

The 2020 ISCHE First Book Award Committee was chaired by Marc Depaepe and included Gabriella Ossenbach, Heloísa Helena Pimenta Rocha, Mona Gleason and Kevin Myers.

Anna Kendrick thanks the award committee and the work done by ISCHE to foster research and collaborations.

6 ISCHE Language Policy Report

The Working Group was established by the ISCHE Executive Committee at the end of 2019 and chaired and coordinated by former ISCHE President Rebecca Rogers. Additional members were Viktoria Boretska (Luxembourg), Thérèse Hamel (Canada), Frederik Herman (Switzerland), António Novoa (Portugal), Frank Simon (Belgium), Ingrid de Saint-Georges (Luxembourg) and Daniel Toepper (Germany). In December 2020 the chair of the group submitted a concluding report and a checklist of pragmatic milestones was submitted by Ingrid de Saint-Georges.

For future discussions on ISCHE language policy issues among members and in preparation for further exchanges at ISCHE Milan, hopefully in person, please check the documents provided by the ISCHE Executive Committee to the ISCHE Language Policy Working Group, the concluding report and the pragmatic milestones suggested by Ingrid de Saint-Georges. All documents and papers have been added to the conference package.

In sum, all these statements and suggestions are very helpful, very pragmatic and to the point, avoiding emotional involvement and national agendas and instead adopting a more overarching perspective of what an organisation can do to be a multi-language organisation.

It would be great if you could take some time to read and discuss it.

7 Announcement of Online Election of EC Members, November 2021

Karin Priem reaffirms that two members of the EC are coming to the end of their terms. Our secretary will announce the call for nominations, and we will vote in November 2021.

She asks members to please stay tuned to the latest news via our website and emails, and asks participants to consider nominating themselves for the EC.

8 ISCHE 43 Milan 2022

Simonetta Polenghi shows a pre-recorded video about the next conference. The topic will be “Histories of educational technologies: Cultural and social dimensions of pedagogical objects”, and the conference will be held between 31 August and 2 September 2022.

9 ISCHE 44 Budapest 2023

Beatrix Vincze presents a pre-recorded video on the preparations for ISCHE 44, with highlights of Budapest and Eötvös Loránd University, which will host the conference on the topic of “Reform and education: Tensions, transitions and traditions”. It is very likely that it will take place between 18 and 21 July 2023.

10 Additional recommendations from membership

Several members proposed that ISCHE members should consider taking further measures to increase participation from lower- and lower-middle-income countries (data for low income and lower middle income can be found in the World Bank database). This will build on ISCHE’s current commitment to differentiated annual membership fees for affiliated organisations. This was proposed by Grace Akanbi, Linda Chisholm, Krishna Kanta Roy, Lajos Somogyvári, Rebecca Swartz and Maria Williams.

The proposals are to offer differentiated registration fees to include a lower fee for online observers and participants from these countries and to provide a bursary for a participant from a low-/lower-middle-income country to attend ISCHE conferences. The proponents believe that this will be an important move in increasing the global reach of our disciplinary field and making it more diverse and inclusive in the longer term.

Eulalia Colledemont says that maybe it is important to give access to all young members and those who have difficulties paying fees, regardless of the country.

Chandraleka Singh suggests that ECRs should be given preference for bursaries, irrespective of their country.

Grace Akanbi mentions that some early career researchers are more well-off than some more experienced researchers, so this must be taken into consideration.

Diana Vidal reminds members that each ISCHE conference has some unavoidable expenses, such as catering, which is the most expensive item in the budget. In other words, we cannot make the conference free of charge for ECRs unless we change the format.

The members ask the EC to make a proposal that is financially sound and feasible.

Karin Priem asks if there is any feature of the online conference that members would like to keep. For example, the videos worked well and maybe in the future we can offer the possibility of sending videos prior to the meeting. Several participants agree to this idea.

Dalia Survutaitė says that online conferences are important for research.

Kate Rousmaniere says that the pre-recorded videos gave everybody a good short introduction to the session. Zoom can also help keep costs down, so this might be something to consider in future.

As there are no further comments, Karin Priem closes the session, thanking everybody for their participation and support for ISCHE and for a lively and engaging conference.

Inés Dussel
Secretary of ISCHE
Mexico City, July 2021

Karin Priem
President of ISCHE
Tübingen, July 2021

III. Minutes of Extraordinary Online General Assembly, 3 December 2022

The meeting takes place online. It starts at 16:05 ECT, with greetings from the President and a test of the polling system. 47 members are present at the beginning of the General Assembly, and Angelika Wegscheider is also present assisting with the platform.

1. Approval of the agenda

Grace Akambi puts forward the motion to approve the agenda, and Kate Rousmaniere seconds the motion. The agenda is approved unanimously.

2. Approval of the minutes of the GA in Porto, 2019

Anna Kendrick puts forward the motion to approve the minutes, and Susanne Spieker seconds the motion. The minutes are approved by 44 votes.

3. Approval of the 2020 budget and exculpation of the EC for the year 2020

Kate Rousmaniere puts forward the motion to approve the budget and exculpate all ISCHE officers, and Maria Williams seconds it. The motion is approved unanimously.

4. Election of EC members

Angelo van Gorp and Felicitas Acosta present their candidacies. Members cast their votes. Both are elected with an overwhelming majority. The President congratulates the candidates and asks Angelo Van Gorp and Felicitas Acosta if they accept the votes and they both agree.

5. ISCHE Milan 2022

The President presents information about the next conference in Milan, which will be in person and online. We expect it to be a lively conference. The Call for Papers is already out. Simonetta Polenghi presents information on the COVID-19 situation in the Milan region and will offer regular updates in this respect.

6. Any other business/Additional recommendations from membership

Members express their gratitude to Diana Vidal and Ian Grosvenor, who are ending their terms on the EC.

The meeting ends at 17:16 ECT.

Inés Dussel
Secretary of ISCHE
Mexico City, December 2021

Karin Priem
President of ISCHE
Tübingen, December 2021

IV. Amendment of Constitution

6. Executive Committee (EC)

(4) Executive Committee meetings may be held at any time [in person and/or online](#), provided that they are convened in advance jointly by the President, the Secretary and the Treasurer, in writing, by telephone or email. The Executive Committee shall adopt its resolutions by a simple majority of ~~the~~ [all](#) members present [in person and online](#). In the event of a tied vote, the chair of the meeting shall have the casting vote. The Executive Committee may pass resolutions by a written procedure or by email if all of its members agree to this. The Executive Committee shall adopt its own rules of procedure, which shall require the General Assembly's approval.

(5) The President is elected by the General Assembly in a separate vote [in person and/or online](#), for a term of office lasting three years and commencing on the day of election to office. His or her term of office shall continue until his or her successor has been elected. When finishing the term past presidents will continue to serve ex-officio on the Executive Committee during one year. Eligibility to stand for office as President shall be restricted to members who have been serving on the Executive Committee for at least one year at the time of their election as President.

(6) The remaining further Executive Committee members shall be elected by the General Assembly [in person and/or online](#); their term of office shall last three years, commencing on the day of election to office. Their term of office shall continue until their successors have been elected. The members of the Executive Committee may be re-elected once for an immediately consecutive second term of office by the General Assembly. Eligibility to stand for election is restricted to individual members of the association.

V. Amendment of Byelaws

1. ISCHE Executive Committee (EC)

1.6 Meetings of EC

The EC regularly holds two annual meetings [in person and/or online](#), the first of which typically takes place in the first half of each year ~~at the annual conference location~~. [If the meeting in the first half of the year takes place at the annual conference location](#), EC members are responsible for their own travel costs, however accommodation and meals are to be provided by the Local Organising Committee. [Alternatively, this first meeting can be held online](#).

- [An evaluation visit to](#) of the venue where the conference is to be held, to [see assess the number of](#) meeting rooms, plenary rooms and arrangements for refreshments, organised by the conference chair at a time convenient for the executive (decided by the President/Secretary);
- Discussion of the draft conference programme and list of registrations to date, provided by the conference chair;
- Forthcoming vacancies on the Executive in order to plan for nominations, provided by the President/Secretary;
- Preparation for the General Assembly at the conference; and,
- Additional agenda items as necessary.

The EC second annual meeting takes place during the annual conference [in person and/or online](#). Additional [online](#) meetings may be called by the President with a one-month advance notice required to be given to EC members.

2. General Assembly (GA)

2.1. Organization of General Assembly

The Secretary is responsible for circulating the GA agenda and supporting materials at least two weeks in advance of the GA meeting. The President or his or her designee acts as the chair of the GA.

2.2. Elections to the Executive Committee

The election of a member of the Executive Committee requires the majority of valid votes cast. All ISCHE standard and student members ~~present at the GA~~ are eligible to vote [in person and/or online](#) and may cast as many votes as there are positions up for election. Where more than one candidate is standing for election to the Executive Committee, the candidate with the most votes shall be considered elected, provided he or she has received the majority of votes cast. Should no candidate receive the majority of votes cast, a run-off shall be held, in which the candidate with the most votes shall be elected.

VI. President's Report (16 June 2021–31 August 2022)

I would like to start my report by thanking all those who renewed their membership for this year and continued to support ISCHE. I am grateful for the trust placed in us by our members. In addition, I would like to thank all the members of the Executive Committee for their work and excellent support.

In my report I specifically want to highlight the following developments of our association:

ISCHE 43, Milan (in person and online)

At the end of 2021 and the beginning of 2022, the ISCHE Executive Committee and the Local Organising Committee of ISCHE 43 had to take a difficult decision regarding the next ISCHE conference. Since 2019 our lives have changed dramatically. We are becoming more and more aware of profound global interlinkages between armed conflict, climate change, disease outbreaks, international markets, production chains, migration and food security, all of which represent a real threat to peace and international understanding.

When we were planning ISCHE 43, our primary concern was to ensure the safety, health and well-being of our international members. We had lengthy and intense conversations and finally agreed that we would offer two formats for ISCHE 43 – an in-person and an online conference – so that as many colleagues as possible would be able to participate. We made our decision not only for reasons of health and potential travel restrictions; we were also very mindful that we are in a period of economic crisis and that we have a responsibility to the planet. ISCHE's budget constraints meant that we were not able to offer a hybrid conference; streaming services are expensive and require a great deal of technical support. So only a few overarching events like our keynotes and the ISCHE General Assembly will be offered in hybrid form. This twofold organisation of ISCHE 43 is not ideal; it splits the conference into two parts and forces local organisers to deal with an extraordinarily high workload. They have done a wonderful job preparing ISCHE 43 and designing a programme for both ISCHE on site and ISCHE online with exciting panels and events that allow us to explore the conference theme from various angles.

For the future and for the sake of planetary responsibility the ISCHE Executive Committee is also discussing the option of organising in-person and online conferences alternately. This year, after a break of three years, we wanted to offer an in-person conference but also keep the online format for those who did not want to or could not travel to Italy for various reasons. And indeed, ISCHE 43 attracted 397 colleagues for in-person and 131 for online attendance. After two years of rather severe travel restrictions many of us are eager to meet our dear colleagues in person and to enjoy sharing discussions and social events in lovely Milan. The Local Organising Committee prepared the conference venue according to local health and sanitary regulations so that everybody should be safe during our conference.

ISCHE Management (Conference and Membership Management, Online Elections and Online Meetings)

ISCHE is becoming more and more independent from external administrative support. Last year we implemented a new online conference system which made ISCHE self-reliant in terms of conference management and financial transactions. This means that local partners of ISCHE

conferences collaborate closely with our Berlin office and ISCHE therefore has fewer overhead costs for local administration to pay to the hosts of our annual conferences. The conference system also allows data to be exported to online conference applications, which is useful for transparent financial management, review procedures and final decision-making on submissions.

A few years ago, ISCHE contracted the publisher Taylor & Francis to manage ISCHE membership. Many of you faced problems when paying annual membership fees and membership lists were always inaccurate. While we were able to solve the issues created by specific payment procedures, it was difficult to organise elections because membership lists were not complete. Many colleagues faced issues with participating in elections and other decision-making processes that required proof of membership. Therefore, the EC decided unanimously and in accordance with our Berlin office that ISCHE will now manage membership from autumn 2022 onwards. This change means that the time has come – at least for now – for us to strictly follow our constitution, which stipulates that membership shall end upon voluntary resignation from the association, and that this must be submitted in writing. This implies that membership continues year by year and only ends once a resignation letter arrives at our Berlin office. Membership fees must therefore be paid on an ongoing basis per annum. We will reach out to you once our system is up and running. Permanent membership also means that members can participate in online elections and approvals on a regular basis even if they do not attend our conferences on site or online. This means an increase in democratic decision-making and ISCHE Milan will be the second time when we will manage elections and the exculpation of the Executive Committee online, with all members being able to participate. If ISCHE members would like access to *Paedagogica Historica*, then they would need to pay a second fee to Taylor & Francis directly, in order grant them access to the journal at a reduced rate. To manage this, ISCHE will provide Taylor & Francis with a list of members on a quarterly basis. Customer Services, then, will check anyone subscribing to the journal against this list and offer them the reduced rate if they are a member. ISCHE will amend instructions on the ISCHE website accordingly.

ISCHE Language Policy Working Group

The ISCHE Language Policy Working Group has continued its work and submitted a draft version of the new ISCHE Language Policy. This document will be discussed among members in the presence of Rebecca Rogers, who is chairing the Working Group at the General Assembly in Milan. The group has also designed a survey on the uses of languages at ISCHE conferences that has already been circulated online by the Executive Committee and the Local Organising Committee of ISCHE Milan. At the end of July 2022, ISCHE 43 participants received an email asking them to take part in the survey, which can be accessed on the ISCHE Milan website. We are eager to present the results at the General Assembly in Milan. A final discussion with the ISCHE Language Policy Working Group and the ISCHE Executive Committee will take place in Milan on Saturday, 3 September 2022. Again, I would like to thank all members of the ISCHE Language Policy Working Group for volunteering to take part and for their excellent work.

Executive Committee Round Table on Current Trends in History of Education

In 2019, the ISCHE Executive Committee decided to organise country panels to reach out to communities that are less visible at ISCHE. At ISCHE Milan the focus is on recent trends related to scholarship in history of education in Japan and West and East Asia since the 1870s.

Overarching themes discussed are: (1) educational thoughts, ideologies and disciplines from a historical perspective; (2) comparative and social history of schools, children, families and communities, including gender; (3) history of educational methods, curricula and the teaching professions; and (4) routines and objects of schooling in a historical context. The panel is chaired by Kenichiro Miyamoto (Kwansei Gakuin University, Japan). Further participants are Atsushi Adachi (Asahi University, Japan), Ami Kobayashi (University of Koblenz-Landau, Germany), Atsushi Suzuki (Kyushu University, Japan) and Atsuko Shimbo (Waseda University, Japan).

Capacity Building

The **ISCHE book series Global Histories of Education** is a strong pillar of ISCHE. Both editor-in-chief Tim Allender and former editor-in-chief Diana Vidal will leave the committee in autumn 2022 and two new members will be appointed by the Executive Committee. I would like to express my thanks to Tim and Diana and their teams for devoting their time and energy in such a successful way to the ISCHE book series.

ISCHE's First Book Award is an initiative to support young and emerging scholars in our field. The members of the 2022 ISCHE First Book Award Committee (Marc Depaepe, Anna Laura Godinho, Juri Meda, Kevin Myers and Helen Proctor) read and assessed four submissions and decided that this year's award should go to Erica Moretti for her book *The Best Weapon for Peace: Maria Montessori, Education, and Children's Rights* (Madison, WI: University of Wisconsin Press, 2021). I would like to thank Marc Depaepe and all ISCHE First Book Award Committee members for their hard work. Many thanks also to all the applicants for having shared their scholarship.

ISCHE's **Early Career Conference Paper Award** is yet another initiative to support our young scholars. The committee has given this year's award to Lauri Luoto (University of Turku, Finland) for his paper "The Social Nature of New Education: An Affiliation Network Analysis of the Movement's Evolution, 1875-1935". The President thanks both the selection committee and all those who submitted papers and shared their scholarship on the history of education. The committee would like to see more submissions in all of the ISCHE languages. Submissions for the 2022 award are due in September 2022.

The **Tertulia of ISCHE 43** is on "A new UNESCO report: Looking back, looking forward". With this and preceding reports UNESCO wants to maintain a leading role as an educational innovator with global reach. The report was written in a spirit of planetary consciousness that moves away from ideas of human capital, economic growth, employability and a world order based on nation states. The Tertulia is chaired by ISCHE Secretary Inés Dussel, who has invited four historians of education to offer their feedback on this report: António Nóvoa (University of Lisbon, Portuguese Ambassador to UNESCO), Linda Chisholm (University of Johannesburg), Karin Priem (ISCHE President, University of Luxembourg) and Noah Sobe (Loyola University).

The **ISCHE Education and Pandemics Archive** was launched in 2021 and is a digital public history project that invites historians of education worldwide who are interested to contribute content on varied thematic dimensions and health crises related to education (also beyond the walls of the classroom) and to use this content to reflect on digital source criticism and education in times of pandemics. At ISCHE 43 a symposium on *COVID-19 and Public History: A Critical Take on the Silences of Web Archives and the Silencing of COVID-19*

Experiences has been organised by Karin Priem (University of Luxembourg), Fanny Isensee (Humboldt University, Berlin), Ami Kobayashi (University of Koblenz-Landau), Rafaela Rabelo (Ibirapuera University), Lilli Riettiens (University of Cologne) and Daniel Töpper (Humboldt University of Berlin). The event will be an opportunity for critical debate and will feature a paper by Mark Tebeau, Professor of Public History at Arizona State University, who will talk about the silences of one of the most successful COVID-19 web archives that was initiated at the very start of the crisis under his lead. In addition, the symposium will foster discussion on how students and academics have dealt and continue to deal with the effects of the pandemic and its aftermath. It is intended that the symposium will pave the way for future exchanges about pandemics, their silences and impacts, to be continued within ISCHE over time.

Concluding remarks

I would like to thank the local organisers, the EC and all ISCHE members for their contributions to keeping ISCHE up and running. This was my last year as ISCHE President and I would like to express my special thanks to former ISCHE President Rebecca Rogers and to Noah Sobe, a warm thank you also to ISCHE Secretary Inés Dussel, to ISCHE treasurers Diana Vidal and Marc Van Overbeke, to our outstanding ISCHE Early Career Representative Inês Felix and to her successor Matilda Keynes, and, finally, to my great colleagues Ian Grosvenor, Simonetta Polenghi, Beatrix Vince, Myriam Southwell, Felicitas Acosta, Angelo Van Gorp and Toni Canales. It has been a pleasure working with these wonderful people who have always been loyal, honest, forbearing, and supportive and contributed to an extraordinarily trustful atmosphere and productive style of communication within the Executive Committee. I am very thankful for this experience.

Karin Priem
ISCHE President

VII. 2021 Budget

ISCHE Budget--January 1, 2021 to December 31, 2021

	Estimated		Final	
INCOME				
Grants	€	-		
Conference Income	€	30,000.00	€	33,542.90
Membership Fees - Individuals	€	4,477.86	€	4,477.86
Membership Fees - Associations	€	-	€	950.00
Pandemic Archive Project	€	4,500.00	€	4,500.00
Book Series Royalties	€	500.00	€	-
Other Income	€	-	€	103.74
Total Income	€	39,477.86	€	43,574.50
EXPENSES				
Programmatic Expenses				
Online Abstract Database	€	500.00	€	-
Keynote speaker travel support	€	-	€	-
Travel Stipends (Summer School)	€	-	€	-
Travel Stipends (Students ISCHE 42)	€	-	€	-
Association Outreach	€	-	€	-
Pandemic Archive Project	€	4,500.00	€	9,000.00
Operational Expenses				
Admin. & Financial Management (EERA)	€	11,400.00	€	12,090.20
Cost ISCHE 42	€	8,840.00	€	10,854.16
EC Meeting Accommodation & Meals	€	-	€	-
Website Maintenance Expenses	€	1,000.00	€	715.48
Legal Fees	€	500.00	€	357.00
Bank Fees	€	1,000.00	€	352.03
Book Award	€	-	€	87.01
Archives Cataloging & Conservation	€	500.00	€	-
Miscellaneous	€	500.00	€	356.04
Total Expenses	€	28,740.00	€	33,811.92
Net Income	€	10,737.86	€	9,762.58

Balance (08/01/2022)

53,604.01

VIII. Laudation for ISCHE 2022 First Book Award

ISCHE Book Award 2022

Erica Moretti

Fashion Institute of Technology, SUNY, New York

For her book entitled:

The Best Weapon for Peace: Maria Montessori, Education, and Children's Rights. Madison, WI: University of Wisconsin Press, 2021.

Laudation

This book highlights the importance of pacifism in the formation of Montessori's ideas – an eminently international heritage, part of the canon of the history of education and, for that matter, also a very pertinent message today, given the ongoing war in Ukraine.

But the thematic focus is certainly not the only reason for the award. Much more important is the fact that the book brings together different historiographical traditions: the history of culture on the one hand and the history of education on the other. Indeed, Moretti presents an *histoire croisée*, with elements from the history of experimental psychology, psychiatry, paedology, pedagogy, etc., and thus helps to stimulate reflection on key issues of humanity, human rights and children's rights.

For Montessori, peace must be pursued by everyone, and this is illustrated by the internal developmental dynamics of a child, which according to Montessori are peaceful in themselves. Therefore, in her view, the child must become the engine of a radical reform of society; and this radical reform must begin with a reform of the educational system – a message that came to dominate her entire pedagogy and, according to Moretti, should not be forgotten but also taken seriously today.

The jury greatly appreciated the internationalism and multilingualism in Moretti's work. Her book is largely based on Italian sources, even though it was written in English and published by a leading American publisher. Some of the sources used had not been studied before: the book traces Montessori's life and work not only through international peace studies but also by means of countless notes, documents and private correspondence drawn from more than fifteen archives.

The most innovative part in this respect is certainly the author's reconstruction of the activity carried out by Montessori for the rehabilitation of war-affected children and her analysis of the peace lectures of 1917, the importance of which in Montessori's educational development has not yet been underlined in previous studies. As already mentioned, Montessori's dominant line of thought was the reform of the education system towards New Education and Reformed Pedagogy as the cornerstone of a peaceful society.

In the hope that such insights may inspire future studies, the jury would like to congratulate Erica Moretti for this in-depth study of the Montessori heritage, as she has undoubtedly contributed in various ways to the growth and advancement of knowledge in the field of the history of education.

2021/22 ISCHE First Book Award Committee: Marc Depaepe (Chair), Kevin Myers, Ana Laura Godinho, Juri Meda, Helen Proctor

IX. Laudation for Early Career Conference Paper Award 2021

ISCHE Early Career Conference Paper Award 2021

Lauri Luoto
University of Turku, Finland

For his paper entitled:

The Social Nature of New Education: An Affiliation Network Analysis of the Movement's Evolution, 1875-1935

Laudation

This paper reframes the development and evolution of the New Education Movement in the UK through the application of social network analysis. Luoto presents a well-written narrative which brings the reformers of the New Education Movement to life, highlighting the social nature of their complex connections and interactions which shaped the evolution of the movement. While the topic has received extensive attention from historians of progressive education, this innovative approach integrates and builds upon previous lines of research to rethink the social in the history of education. The paper analyses five rich historical source books on the New Education Movement, supplemented with biographical material, to derive affiliations and gain new insights into key individuals and organisations.

The paper garnered interesting results which shine new light on the progressive reform movement. The author grapples with a wealth of data and source material, yet manages to present the findings in a clear and organised way for readers. The findings of the network analysis were also presented in a refreshing way by visually mapping the social networks, which were complemented by qualitative analysis on the interactions of historical actors within those networks. This paper represents a step forward for the field, challenging previous assumptions about the homogeneity of the New Education Movement and expanding the methodological possibilities for historians of education.

X. ISCHE Language Policy

ISCHE's Language Policy (draft June 2022)

The following language policy should be included in the conference package, circulated to Local Organising Committees in advance and made available on the website.

ISCHE is committed to promoting multilingualism. The official language of ISCHE is German because ISCHE is a non-profit association located in Berlin, Germany. In 2019 Portuguese was added as a fifth working language within the conference alongside English, French, German and Spanish. This diversity of languages is the product of our shared history and constitutes a rich resource for members committed to international collaboration and exchange, but it also raises practical difficulties. The language policy is designed to raise awareness about the challenges of multilingual communication during the conference itself, given the widespread availability of translation technology for written texts. Currently, the website, the General Assembly minutes and the Byelaws are available in English; the Constitution is also available in German given ISCHE's institutional base in Berlin. ISCHE leaves it up to local organisers to decide whether to translate the English version of the Call for Papers. Participants can submit proposals in any of the five working languages but have to provide English summaries when submitting their proposals.

The following language policy seeks to promote communication across language barriers, increase awareness of the multilingual nature of our association and help build a shared culture. It is essentially a pragmatic series of suggestions that recognises the importance of English as a lingua franca in international academic exchanges while encouraging all members to question how language informs and determines our ability to participate in effective knowledge transfer. ISCHE is committed to regular evaluations and adjustments of its language policy.

At the start of ISCHE conferences a short “attitude survey” allows participants to express their preferences and offer suggestions for the conference and the future. This survey designed by the EC is adapted in cooperation with the Local Organising Committee.

At the outset of each conference, the organisers should draw attention to the language policy and highlight the existence of multilingual symposiums and social events that encourage multilingual exchanges.

When preparing a paper for the conference, participants should be aware of the rich multilingual nature of the conference and plan their presentation with this in mind. The following measures are highly recommended:

- Use a visual presentation in any of the five working languages to help participants follow the oral presentation.
- When communicating in a language other than English, prepare a summary in English or incorporate a summary into the PowerPoint. Speakers should not feel obliged to read such summaries, but they may be read out loud, for example, by the language chair of the session (preferably at regular points during the presentation).

–At the start of each panel, the chair should raise the issue of language, ask the audience about their preferences and designate a language chair to facilitate exchanges when appropriate (this person can come from the audience).

–At the beginning of the panel, chairs should thank those participants communicating in a language that is not their own and draw attention to the efforts that everyone must make to facilitate communication across different languages.

–Participants are encouraged to use social media in all five of ISCHE’s working languages.

ISCHE Language Attitude Survey

1. Are you aware that ISCHE is developing a language policy?

Yes	No
-----	----

2. Is English the language you are used to using for (professional) communication within your intellectual environment?

Yes	No
-----	----

3. If English is not your working language, indicate which language is (please make a choice):

French	
Spanish	
German	
Portuguese	
Other	
Multilingual	

4. Have you attended ISCHE conferences in the past?

Yes	No
-----	----

5. Do you plan to attend multilingual sessions?

Yes	No
-----	----

6. Do you support ISCHE’s commitment to a multilingual intellectual environment?

Yes	No
-----	----

7. Would you prefer if English were recognised at ISCHE as the international lingua franca?

Yes	No
-----	----

8. Would you respond positively to a request to act as a language chair?

Yes	No
-----	----

In which language(s) (please make a choice)?

French	
Spanish	
German	
Portuguese	

9. Have you timed your presentation taking into account the need to speak more slowly to a multilingual audience?

Yes	No
-----	----

10. Have you adapted your presentation to ISCHE's multilingual audience?

Yes	No
-----	----

If yes, in what way?

–Through a PowerPoint presentation in a second language

Yes	No
-----	----

–Through periodic summaries in a second language

Yes	No
-----	----

–Through a written summary to be distributed to the audience in a second language

Yes	No
-----	----

11. What other measures have you taken in the past or will you consider in the future?

XI. Nominations for Executive Committee Members

We received three nominations for two free slots:

- (1) Juri Meda (pp. 23–31)
- (2) Christine A. Ogren (pp. 32–34)
- (3) Lisa Rosén Rasmussen (pp. 35–38)

STATEMENT FOR ISCHE EXECUTIVE COMMITTEE

I started using international literature and sources during my PhD studies and carried on in the following years. During the past 20 years I took part to various international scientific initiatives related to history of schooling and education and I have developed a significant partnership with Spanish and Latin American researchers as well as a long-established cooperation with colleagues of other countries. I presented more than 110 communications at scientific conferences and seminars, 25 of which abroad, also acting on various occasions as chairman and discussant. I took part in 5 international research projects, 2 of which funded by the EU. I was appointed member of the Scientific Committees of 18 international scientific meetings in Argentina, Brazil, Greece, Italy, Portugal, Slovenia, Spain and Sweden between 2007 and 2022. I was appointed also member of the Commissions for PhD final exam and doctoral dissertation evaluation by 11 PhD Programmes in Spain and Brazil between 2012 and 2022.

I have been working since 2008 with my colleagues of the CESCO Research Centre and of the “Paolo and Ornella Ricca” School Museum of the University of Macerata, building a scientific pole which received visits from over 80 colleagues from all over the world; this research group publishes the peer-reviewed scientific journal *History of Education and Children's Literature* since 2006.

I speak Italian, English and Spanish and I can understand Portuguese and French. I believe that multilingualism and interculturalism are fundamental tools for building a broader historical knowledge of the school past, made more and more complete by the comparison between the different national cases and the study of reciprocal influences between educational systems, pedagogic theories, teaching methods, etc.

I co-chaired with Davide Montino and Roberto Sani the Program Committee of the International Symposium *School Exercise Books. A Complex Source for a History of the Approach to Schooling and Education in the 19th and 20th Centuries* (Macerata – September 26-29, 2007), of which I co-edited the official proceedings (Polistampa, Florence, 2010). I co-chaired with Cristina Yanes Cabrera (University of Seville – Spain) the Program Committee of the International Symposium *School Memories: New Trends in Historical Research into Education: Heuristic Perspectives and Methodological Issues* (Seville – September 22-23, 2015), from whose communications had been selected the contributions published in the volume: C. Yanes-Cabrera, J. Meda, A. Viñao (eds.), *School Memories. New Trends in the History of Education* (Springer, Cham, 2017). I chair the Organizing Board of the International Conference *The School and Its Many Pasts. School Memories between Social Perception and Collective Representation*, to be held in Macerata on December 12-15, 2022.

I gave the keynote speech entitled *La “cultura material de la escuela” como factor de desarrollo de la investigación histórica-educativa en Italia* at the inaugural session of the III Foro Ibérico de Museísmo Pedagógico – V Jornadas Científicas de la Sociedad Española para el Estudio del Patrimonio Histórico Educativo (Murcia – November 21-23, 2012). I gave the keynote speech entitled *Orígenes culturales de los castigos morales y corporales en uso en la escuela occidental entre Edad Moderna y Contemporánea: primeras reflexiones y posibles líneas de investigación* at the inaugural session of the XVI Encuentro Internacional de Historia de la Educación «Migraciones, fronteras y reformas educativas» organised by the Mexican History of Education Society (SOMEHIDE) from 4 to 6 November 2020.

I joined ISCHE in 2016, as final step of a long work with European colleagues. I was appointed member of the Scientific Committees of 39th (2017), 41th (2019), 42th (2021) e 43th (2022) ISCHE Annual Congresses and of the jury of the ISCHE 1st Book Award Committee (ed. 2022), chaired by Marc Depaepe. I believe in the importance of enhancing the historical research in education all around the world (especially in countries where our discipline is not yet recognized or risks being downgraded) and favouring the mutual exchange of knowledge of areas long separated by cultural and linguistic barriers. My links with many colleagues I have been working with in Europe and Latin America could be important for ISCHE, promoting a wider scientific cooperation and including more colleagues.

My candidacy is supported by the Italian History of Education Society (CIRSE) and is also endorsed by the Greek Society of Education Historians (GSEH), the Portuguese Association for History of Education (HISTEDUP), the Argentine Society for Research and Teaching in the History of Education (SAIEHE), the Brazilian History of Education Society (SBHE) and the Spanish History of Education Society (SEDHE), with whose members I have been collaborating for many years.

I would be honoured to work in the ISCHE Executive Committee and have the opportunity to share my competences with the other members of the EC and learn from their experience.

Juri Meda
(juri.meda@unimc.it)

JURI MEDA

Associate Professor in History of Education

Department of Education, Cultural Heritage and Tourism / University of Macerata, Macerata, Italy

ORCID identifier: 0000-0003-0054-3622

Researcher ID: M-6381-2014

H-Index: [11](#)

Language spoken: Italian (native), Spanish (B2), English (B1), Portuguese (A1) and French (A1)

CURRICULUM VITAE

POSITIONS CURRENTLY HELD

Since 2020	Member of the Scientific Committee of the National Institute for Documentation, Innovation and Educational Research in Florence, public body supervised by the Ministry of Education
Since 2022	Member of the Executive Committee of the Italian History of Education Society – CIRSE (2022-2024)

POSITIONS FORMERLY HELD IN SCIENTIFIC SOCIETIES

Member of the Executive Committee of the Italian History of Education Society – CIRSE (2016-2019)

Member of the Organizing Committee of the Italian Society for the study of School Heritage – SIPSE (2017-2018)

Secretary and member of the Executive Committee of the Italian Society for the study of School Heritage – SIPSE (2018-2020)

EDUCATION AND ACADEMIC STATUS

2000	MA in Modern Literature at the University of Parma (Italy)
2004	Ph.D in History at the University of Parma
2007-2008	Research grant at the University of Macerata (Italy)
2008-2018	Assistant Professor in History of Education at the University of Macerata
Since 2018	Associate Professor in History of Education at the University of Macerata

SCIENTIFIC JOURNALS

Member of the Editorial Boards of the international scientific journals *History of Education & Children's Literature* (since 2006), *Educació i Història: revista d'història de l'educació* (since 2015), *Ludinoznavci Studii. Pedagogika* (since 2020) and *Rivista di storia dell'educazione* (since 2022).

Member of the Scientific Boards of various scientific journals, among which *Historia y Memoria de Educación* (since 2015) and *Θέματα Ιστορίας Της Εκπαίδευσης* (since 2017).

PUBLICATIONS

I have written 5 volumes, edited 12 volumes/special issues and published more than 80 essays and articles. In 2017 my volume *Mezzi di educazione di massa* (FrancoAngeli, 2016) was awarded with the SIPED National Award by the Italian Society of Pedagogy. In 2019 my volume *I «Monumenta Italiae Paedagogica» e la costruzione del canone pedagogico nazionale, 1886-1956* (FrancoAngeli, 2019) was awarded with the CIRSE National Award by the Italian History of Education Society. I co-patented two cataloging softwares: *FISQED* (2006) and *Mnemosine* (2021).

Most of my studies concentrate on the Contemporary Age, in particular the XIXth-XXth centuries, and focus on history of schooling, history of childhood, history of periodical press for children and youth, material history of school, visual history of school and school memories. This research incorporates Italian as well as European topics.

For further information: <http://docenti.unimc.it/juri.meda> / <http://unimc.academia.edu/JuriMeda>



**Professor Dr. Karin PRIEM, President
International Standing Conference for the History of Education (ISCHE)**

SUBJECT: nomination of Juri Meda to the ISCHE Executive Committee

REGGIO EMILIA, July 25, 2022

Dear colleague,

I write to you in my capacity as President of the Italian Society for the History of Education (CIRSE) and on behalf of the Executive Committee to inform you that we strongly support the nomination of Prof. Dr. Juri MEDA (University of Macerata) for the election to the ISCHE Executive Committee.

Prof. Dr. MEDA is a scholar who is very well known internationally, and who has contributed to the development of the relations in the field of History of Education between Italy, Spain, Portugal, Greece and Latin America. His extensive number of national and international publications and his participation in the organization of conferences and congresses inside and outside Italy proofs his qualification and his contribution to the internationalization in the field of History of Education. Prof. Dr. MEDA was also recently elected a member of the Italian Society for the History of Education (CIRSE) Executive Committee for 2022-2024 and this will further encourage closer contact between ISCHE and our academic community.

In the next weeks you will receive other letters of commitment and support to this nomination from the representatives of other national scientific societies.

I sincerely hope that you will give the subject your earnest consideration.

Thank you in advance for your attention and best regards,

THE PRESIDENT


(Prof. Fulvio DE GIORGI)

*C.I.R.S.E. www.cirse.it c/o Dipartimento di Scienze della Formazione e Psicologia
via Laura 48 – 50121 – Firenze – Italia – fax +39 055 2756134 – e-mail: segreteria@cirse.it*



SOCIEDAD ESPAÑOLA DE HISTORIA DE LA EDUCACIÓN

Prof. Dr. Karin Priem
Prof. Dr. Inés Dussel
President and Secretary of ISCHE

August 1, 2022

Dear colleagues:

I write this letter on behalf of the SEDHE, Sociedad Española de Historia de la Educación, for communicating you the full support of our Society to the nomination of Dr. Juri Meda as member of the ISCHE EC in the forthcoming elections of September 2022.

Dr. Juri Meda has been a well-known and committed member of SEDHE for many years, he has and still participating in several research projects lead by Spanish professors, he has done long stages in Spanish universities, and he has organized conferences and edited books in our country. He is also a prestigious scholar in the field of History of Education, his research work has got international recognition. The SEDHE believes that his appointment as a member of the EC will be of great benefit for ISCHE and for SEDHE as well.

Yours sincerely,

Prof. Dr. María del Mar del Pozo Andrés
President of the SEDHE

U.N.E.D.
FACULTAD DE EDUCACIÓN
DPTO. DE HISTORIA DE LA EDUCACIÓN Y EDUCACIÓN COMPARADA (Despacho 230)
C/ Juan del Rosal, nº 14 - 28040 MADRID
E-mail: sedhe@edu.uned.es

Prof. Dr. Karin PRIEM
President
International Standing Conference for the History of Education (ISCHE)

Buenos Aires, August 2, 2022

Dear colleague,

I write to you in my capacity as President of the Argentine Society for Research and Teaching in the History of Education (SAIEHE), with my colleges Ana Diamant and Felicitas Acosta to inform you that our Executive Committee supports the nomination of Prof. Dr. Juri MEDA (University of Macerata, Italy) for the election to the ISCHE Executive Committee which will be held in Milan next September.

Prof. MEDA is a well-known researcher in the field of the History of Education, and he has very much contributed to the increasing relations between historians of education from Southern Europe and Latin America in the last years.

We are confident that the participation of Prof. MEDA in the Executive Committee can be a great support for the activities carried out by ISCHE in the near future.

Thank you for your consideration. Yours sincerely,

A handwritten signature in black ink, appearing to be 'N. Arata', with a stylized flourish at the end.

Professor Dr. Nicolás ARATA
President of the Argentine Society for Research and Teaching



Caxias do Sul, August 1, 2022.

Dear Professor Karin Priem

We hope you are well. Through this, the board of the Brazilian Society for the History of Education expresses support for Professor Inés Dussel's candidacy for the board of ISCHE and as a member of the board, it also supports Professor Juri Meda. Professor Inés Dussel has a long history of proximity and contact with several Brazilian research groups and has developed joint research with Brazilian universities. In the same way, Professor Juri Meda maintains dialogue, works in joint research with fellow members of the SBHE and has played a leading role with Italian associations linked to the History of Education. In this sense, its collaborations with scientific journals, organization of events, academic mobility of students and professors, provide a good dialogue and circulation with the Brazilian community, which we hope can be expanded and deepened.

I believe that ISCHE and SBHE can always be closer, in favor of our field of research and teaching.

Thank you for your attention.

Very cordially, my best regards,

Terciane Ângela Luchese

President of the Brazilian Society for the History of Education

Brazil



To : Prof. Dr. Karin PRIEM
President of the International Standing Conference for the History of Education (ISCHE)

SUBJECT: Nomination of Juri MEDA to the ISCHE Executive Committee

Athens, July 27, 2022

Dear colleague,

as President of the Greek Society of Education Historians (G.S.E.H.), it is with great pleasure that I inform you that G.S.E.H. strongly supports Prof. Dr. Juri MEDA's (Università degli studi di Meccarata – Italy) nomination for the election to the ISCHE Executive Committee.

We are confident that Prof. Dr. MEDA's presence in the ISCHE Executive Committee will become advantageous for ISCHE and thus mark a positive and successful contribution to ISCHE goals and objectives. He is a scholar, with a national and international presence in the field of History of Education. Also, we can acknowledge his productive scientific cooperation with G.S.E.H., as well as concrete results during his collaboration with our members.

We trust that he will enhance ISCHE purposes by working constructively with the President of ISCHE and other members of the Executive Committee.

It is our honour to express G.S.E.H. commitment in supporting the nomination of Prof. Dr. MEDA, a capable member of the international community of History of Education.

Yours Sincerely,

Professor Dr. Panagiotis KIMOURTZIS, President
Greek Society of Education Historians (G.S.E.H.)

Panagiotis G. KIMOURTZIS

Professor of Education Policies & History of Education

President of Greek Society of Education Historians (GSEH) - <https://eleie.gr/el/>

[GSEH is member of the International Standing Conference for the History of Education <https://www.ische.org/>]

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Board of Directors: Panagiotis KIMOURTZIS (President),
Sofia ILIADOU-TAHOUE, Yannis BETSAS, Georgios TZARTZAS, Triantafillos DOUKAS



LETTER OF SUPPORT

The Direction of the Portuguese Association of History of Education - HISTEDUP - hereby expresses its full support for the candidacy of Professor Juri Meda to one of the vacant positions in the Executive Committee of the International Standing Conference for the History of education - ISCHE - in the elections taking place in the General Assembly of the next Conference which will be held in Milan from August 31 to September 3, 2022.

Professor Juri Meda is an academic of great prestige in national and international terms, participates regularly in ISCHE conferences and other international academic events in the field of History of Education, has developed relevant projects, namely in the area of school memory, and possesses unquestionable competences in terms of international collaboration and communication. We recognize him, for all that has been said, the profile indicated to perform the functions for which he is applying.

Lisbon, July 28, 2022

The President of the Direction of HISTEDUP

(Prof. Joaquim Pintassilgo)





UNIVERSITÀ CATTOLICA DEL SACRO CUORE
20123 - MILANO - LARGO A. GEMELLI 1

DIPARTIMENTO DI PEDAGOGIA
IL DIRETTORE

MILANO, 27/07/2022

To the attention of Karin Priem, ISCHE President
and Ines Dussel, ISCHE Secretary

Subject: Juri Meda's Candidacy as ISCHE EC member

Dear President,
dear Secretary,

with this letter I wish to express my full support to the candidacy of Juri Meda to the Executive Committee of ISCHE.

Juri Meda is a well-known scholar, who has been researching in different topics of history of education, exploring not only traditional ones but also researching in new trends, such as visual history, cultural and material history of school. He is internationally well known, since he has established good relations with many colleagues of different countries, particularly in Spain, Portugal, Greece, Brazil. He has taken part to and led various international scientific projects and conferences.

He is currently member of the EC of CIRSE, the Italian Society for the History of education, a position he held also in 2016-2018.

Juri Meda has been attending regularly ISCHE in the last five years, and he was member of the Scientific Committee of ISCHE 39 Buenos Aires, 41 Porto, 42 Orebro, 43 Milan.

He was member of the jury of the ISCHE First Book award, coordinated by Marc Depaepe (2022)

He also speaks English, Spanish, Portuguese and French.

I am sure he will be able to provide an excellent contribution to the EC, if he were elected.

Sincerely,

Simonetta Polenghi



Christine A. Ogren

Statement of Interest in Serving on the ISCHE Executive Committee

August 2022

I have been a historian of education for three decades and an active participant in ISCHE for nearly a decade. My experiences as a scholar, faculty member, leader in professional organizations, and editor/peer reviewer are excellent background for serving on the Executive Committee of the International Standing Conference for the History of Education, and I am excited to become more involved in this outstanding international organization.

As a professor in the department of Educational Policy and Leadership Studies at the University of Iowa in the United States, my research focuses on the histories of teacher education, schoolteachers, and women and other marginalized students and the higher-education institutions they have attended, primarily in the U.S. I am co-editor of *Rethinking Campus Life: New Perspectives on the History of College Students in the United States*, and author of *The American State Normal School: "An Instrument of Great Good"* and articles in *Paedagogica Historica*, *History of Education Quarterly*, and other journals. I am currently completing a book on the history of U.S. schoolteachers' "summers off" and beginning a book project on the life of education benefactor Lyle M. Spencer. I teach courses on history of K-12 and higher education, gender and LGBTQ history in education, history of the teaching profession, and teaching and learning in higher education. I have directed or co-directed seventeen completed dissertations, most of which are historical and several of which are by international students. I am a former president of the U.S. History of Education Society and have held other offices in professional associations as well as served on journal editorial boards and dozens of conference-proposal review committees.

My interest in ISCHE began when I was a graduate student at the University of Wisconsin in the U.S., where I was the last doctoral student of Jurgen Herbst, the first president of ISCHE from the U.S. I was thrilled to attend the London meeting in 2014, and I have been a member and regular participant in ISCHE ever since. I have found that gaining an international perspective on my theretofore U.S.-focused research, and thinking of my research as well as other scholarship in relation to each year's ISCHE theme, greatly enhance my work. My 2018 *Paedagogica Historica* article, "Revitalising Teachers' Bodies," is based on the ISCHE 38 theme of Education and the Body, and my 2022 chapter on the First World War and teachers in the U.S.—published in an international collection edited by scholars in Europe—is a further iteration of my paper for ISCHE 36 on Education, War and Peace. Considering the work of Lyle Spencer in terms of Histories of Educational Technologies for ISCHE 43 has been helpful in my early research on Spencer. In addition, my experiences at ISCHE meetings have enhanced international dimensions of my teaching. When I teach about the rise of the research university, I share photos and insights on Humboldt University that I gained during ISCHE 40 in Berlin, and when I discuss how normal schools expanded access to higher education, I emphasize some of the details I learned at ISCHE 41 about how they functioned similarly in Portugal and other countries.

If elected to the ISCHE Executive Committee, I would bring not only the mentoring, organizational, leadership, and editing skills I have gained through my teaching and involvement in associations and publications, but also an interest in strengthening connections between the U.S. History of Education Society and ISCHE, and between scholars in the U.S. and other countries. Through the position, I would encourage more U.S. scholars to become active in ISCHE, to consider more deeply the international dimensions of their research, and to reap the benefits of framing strands of their research in terms of ISCHE meeting themes. I participated in the recent consideration of ISCHE's language policy, and would look forward to evaluating other issues that arise. I would like to help maintain the legacy and further realize the potential of this organization that has become a touchstone in my scholarly career.

Christine A. Ogren

PROFESSIONAL POSTIONS

Professor, Associate Professor (2005–2022), Assistant Professor (1999–2005), Department of Educational Policy and Leadership Studies, University of Iowa (Iowa City, IA, USA). Programs: Schools, Culture, and Society; Higher Education and Student Affairs. College of Education Teaching Award, 2019.
Assistant Professor, Social Foundations of Education, University of South Florida (Tampa, FL, USA) (1996–1999).
Assistant Dean of Admissions/Admissions Counselor, Carleton College (Northfield, MN, USA) (1987–1990).

EDUCATION

Ph.D. University of Wisconsin (Madison, WI, USA), 1996, Educational Policy Studies.
M.A. University of Wisconsin (Madison, WI, USA), 1993, Educational Policy Studies.
B. A. Carleton College (Northfield, MN, USA), 1987, Major: History.

PUBLICATIONS (SELECTED)

Book Manuscript in Preparation

Christine A. Ogren, *Summers Off? A History of U.S. Schoolteachers' Other Three Months*. (Contract with Rutgers University Press).

Books

Christine A. Ogren and Marc A. VanOverbeke, Eds., *Rethinking Campus Life: New Perspectives on the History of College Students in the United States* (New York: Palgrave Macmillan, 2018).

Christine A. Ogren, *The American State Normal School: "An Instrument of Great Good"* (New York: Palgrave Macmillan, 2005).

Articles

Christine A. Ogren, "Teacher Education in Institutions of Higher Education: A History of Common Good," *Teaching Education* (2021). DOI: 10.1080/10476210.2021.1895106.

Christine A. Ogren, "Revitalising Teachers' Bodies: Prescriptions for Rest and Teachers' Summer Activities in the United States, 1880s–1930s," *Paedagogica Historica* 54, no. 1–2 (February–April 2018): 154–168.

Christine A. Ogren, "Complexities of Efficiency Reform: The Case of Simplified Spelling, 1876–1921," *History of Education Quarterly* 57, no. 3 (August 2017): 333–368.

Christine A. Ogren, "Out-of-Class Project: American Teachers' Summertime Activities, 1880s–1930s," *History of Education Quarterly* 56, no. 1 (February 2016): 8–35.

Christine A. Ogren, "The History and Historiography of Teacher Preparation in the United States: A Synthesis, Analysis, and Potential Contributions to Higher Education History," *Higher Education: Handbook of Theory and Research* 28 (2013): 405–458.

Book Chapter

Christine A. Ogren, "The Great Catalyst: The First World War and Teachers in the United States," in Bernhard Hemetsberger, Frank Jacob, and Sebastian Engelmann (Eds.), *War and Education: The Pedagogical Preparation for Collective Mass Violence* (Paderborn, Germany: Brill Schöningh, 2022), 299–322.

FELLOWSHIPS AND FUNDED RESEARCH (SELECTED)

Book Project on the History of Lyle Spencer, Spencer Foundation Large Grant, January 2022–December 2024.
"Summers Off: A History of American Teachers' Other Three Months," Spencer Foundation Small Grant, January 2017–June 2018.

National Academy of Education and Spencer Foundation Postdoctoral Fellowship, August 1998–June 1999.

ELECTED OFFICES IN PROFESSIONAL ORGANIZATIONS

History of Education Society (USA): Vice President/President Elect & Program Chair (November 2013–November 2014); President (November 2014–November 2015); Past President (November 2015–November 2016).

History of Education Society (USA): Director (October 2009–October 2012).

American Educational Research Association Division F (History and Historiography): Secretary (April 2008–May 2010).

EDITORIAL AND REVIEW ACTIVITIES (SELECTED)

Co-Associate Editor (history of higher education chapter), *Higher Education: Handbook of Theory and Research*. (June 2021–present).

Editorial Board, *The Journal of Higher Education* (March 2015–February 2020).

Editorial Board, *History of Education Quarterly* (March 2010–January 2014; January 2000–January 2003).

Award: Outstanding Reviewer, *History of Education Quarterly* (2014).



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Aug 4, 2022

To Whom It May Concern:

It is my pleasure to write this letter of nomination on behalf of the History of Education Society for Dr. Chris Ogren to stand for election to the Executive Committee of the International Standing Conference for the History of Education (ISCHE).

Dr. Ogren is a past President and former Board Director of the History of Education Society. She executed both roles with distinction and, in her role as Director, was instrumental in establishing the Jurgen Herbst Travel Award to support graduate student travel to ISCHE—further cementing the relationship between our organizations. She has also served on journal editorial boards and dozens of conference-proposal review committees. Her experiences as a scholar, faculty member, leader in professional organizations, and editor/peer reviewer are excellent background for serving on the Executive Committee of the International Standing Conference for the History of Education. I know that she is keen to become more involved in the organization, and has been an active member for the last decade.

I am including Dr. Ogren's personal statement and cv, in accordance with your guidelines. Please do not hesitate to contact me if you have any questions.

Yours,

Benjamin Justice
Professor of Education and (by courtesy) History
Rutgers University
President, History of Education Society
ISCHE 2008 Co-Organizer

Statement (by Lisa Rosén Rasmussen, Aarhus University, Denmark)

ISCHE's importance for the field of the history of education is not to be overlooked. I believe the conferences, the journal, publications, the early career work, and the other activities of the association has been (and yet continuously is) decisive for the academic as well as the broader societal role of the history of education. ISCHE offers room for discussing, developing, and communicating explorative, innovative, and highly qualified research. It also serves to strengthen the argument of the relevance of the history of education in other areas of teaching, research, and policy.

The association has played a decisive role for me from the very beginning of my academic career. I was unable to attend the conferences for the first many years, but the research and other activities were communicated beyond the meetings themselves. Finally taking part in the conferences fully lived up to my expectations. It was an experience of resonance as well as being encouraged to move in new directions. To me the work of ISCHE equals a wealth of knowledge and insightful researchers – and, perhaps just as important, I view it as a source of inspiration and motivation to (patiently) approach history writing differently, allowing you to hold on to exploring alternative areas and approaches. Another aspect of the association I highly value is the enhancing of international research dialogues which for me has helped to open to the transnational dimension in the understanding of the history of education. Again: connections, relations, networks stretching beyond the conferences.

All these remarkable achievements depend by no doubt on the concrete events, meetings, platforms for working groups, publications etc. which from the beginning has been the core of ISCHE. I would love to contribute to this work and would be honored if given the chance to serve as a member of the Executive Committee. Therefore, I stand for election in 2022.

C.V.

Associate Professor Lisa Rosén Rasmussen

Ph.D. in Educational History, Master in European Ethnology

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PROFILE

Lisa Rosén Rasmussen is an Associate Professor in the Comparative and Contemporary History of Education at the Danish School of Education (DPU), Aarhus University in Denmark. She has her background in ethnology and the science of education and among other things she has studied school memories; educational architecture, school materials, play in education and the role of private businesses in public education. Theoretically, she draws on a philosophical, sociological and anthropological framework (e.g. Barad, Butler, Ingold, Lefebvre, Runia etc.) often with a focus on the intersections of material culture and pedagogy and with a particular interest in the relations between (political) visions/dreams/ideas and everyday life in school/education. Throughout her work she engages in the methodological questions of working with contemporary history and combining the historical approach with studies of the present. Questions of theory and methodology play a key-role throughout her academic work.

Lisa Rosén Rasmussen is currently part of the European research projects Collaborative Redesign with Schools [CoReD] and a nationally funded cross disciplinary project on learning spaces and indoor environment.

ACADEMIC APPOINTMENTS

- 2015 **Associate Professor in Comparative and Contemporary History of Education, Section of the Science of Education, The Danish School of Education, Faculty of Arts, Aarhus University**
- 2014 **Assistant professor, Section of Education, Department of Media, Cognition and Communication, Faculty of Humanities, Copenhagen University**
- 2011 **Post doc in the project Schools in Denmark: A History of Everyday Life, Conditions, and Visions over 500 Years. Department of Education, Faculty of Arts, Aarhus University. Funded by Carlsberg Foundation**

PhD

- 2011 **Ph.D. from the Danish School of Education, Aarhus University, Denmark on the dissertation: "Life at school – school in life: Pupils' reminiscences of the material and affective everyday school life, Denmark 1948-2008"**

PUBLICATIONS (SELECTED)

- 2021 McLeod, J., & L.R. Rasmussen, L. R. Open-plan schooling and everyday utopias: Australia and Denmark in the 1970s. *Oxford Review of Education*, 47(5), 659-680
- 2021 Rasmussen, L.R. Building Pedagogies. A historical study of teachers' spatial work in new school architecture. *Education Inquiry*, 12(3), 225-248.
- 2021 L.R Rasmussen, Disassembling the in-between? Refigurations of the Danish school corridor 1950-2019. In: *Paedagogica Historica*, 57 (4): 440-460.
- 2018 Grosvenor, I. & L.R. Rasmussen (eds.), *Making Education. Material School Design and Educational Governance*. Cham/New York/London: Springer.
- 2016 I. Grosvenor, I. Dussel, I. Kestere, K. Priem, L. R. Rasmussen Van Gorp, Angelo. "We seek revelation with our eyes": engaging with school cultures through montage. In: *Encounters in Theory and History of Education*, Vol. 17, p. 2-26.
- 2015 de Coninck-Smith, N., L.R. Rasmussen, I.C. Vyff, *Da skolen blev alles: Tiden efter 1970 [When the school became everyone's. The period after 1970]. Volume 5 in the History of the Danish Elementary School. Aarhus: Aarhus Universitetsforlag, 476 p.*
- 2012 L.R. Rasmussen, Touching Materiality: Presenting the past of everyday school life. In: *Memory Studies*, Vol. 5(2).

Editor of the Journal of Nordic Studies of Studies in Education (executive editor 2019-2021); Editor of the Danish yearbook of the History of Education (2006-2020).

Member of the Scientific Committee of ISCHE 43, Milan, Italy (2022); Member of the Scientific Committee of the 8th Nordic Education History Conference, Aalborg University, Denmark (2021); Member of the Ethics Commission of the European research project URBiNAT: Urban Innovative & Inclusive Nature (2018-2023)

Letter of support



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August 2022

Dear ISCHE Executive Committee,

With this letter I support Assoc. Professor Lisa Rosén Rasmussen in standing for election for ISCHE's Executive Committee in 2022

Lisa Rosén Rasmussen has since she started her PhD in 2006 been an active researcher in the field of the history of education. She has published widely on the history of the Danish school in international books and journals, and she was one of the key authors on the fifth volume of the Danish School History, a landmark work.

Not only has Lisa Rosén Rasmussen contributed with her writing to the history of education. She has also been active in Danish, Nordic and global networks, where our paths have often crossed. She was a member of the executive committee of the Danish 'Society of the history of school and education' and an innovative and reliable editor of the society's yearbook for nearly 15 years. She has been a recurring participant and contributor to the Nordic conferences of the history of education, and often co-organized panels and roundtables at ECER and ISCHE.

I know Lisa Rosén Rasmussen as a gifted scholar, a committed and openminded academic and an extremely good and constructive colleague. Therefor warmly recommend and support her candidateship: She will be an excellent member of the ISCHE Executive Committee.

Mette Buchardt

Professor, PhD



UNIVERSITY OF BIRMINGHAM

Ian Grosvenor
School of Education
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B15 2TT

August 2022

Dear ISCHE Executive Committee,

I wish to nominate Assistant Professor Lisa Rosén Rasmussen as a candidate for the ISCHE Executive.

I have known Lisa Rasmussen for nearly a decade having first met her when she was Assistant Professor at the University of Copenhagen and have followed her career with interest. What qualities would she bring to ISCHE? As a historian of education her work is very grounded in both the empirical and the theoretical, the material and the pedagogical, the history of the past and the histories of the present. She is internationalist in her interests and her networks. I worked with her on a research project in 2018 and she brought together academics from eight different countries. The project also demonstrated her skills as a collaborating scholar and editor. These skills are also in evidence in her role as a project partner in the European Collaborative Redesign with Schools research project and in her executive editor role of the *Journal of Nordic Studies*. She has published in top quartile journals.

Lisa is an excellent communicator, thoughtful and constructive in meetings, and a good colleague to work with. In sum in answer to the question I posed at the beginning of this letter of nomination, she would be an asset to the ISCHE, and I recommend her to you unreservedly.

Ian Grosvenor

Professor Emeritus

Proposals for New Standing Working Groups

Proposal for an ISCHE Standing Working Group

History of Knowledge in the History of Education

Convenors:

Jona Tomke Garz
Universität Zürich, Switzerland
Institut für Erziehungswissenschaft
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Fanny Isensee
Humboldt-Universität zu Berlin, Germany
Historische Bildungsforschung
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Daniel Töpper
Humboldt-Universität zu Berlin, Germany
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Rationale and Benefit for ISCHE

Until recently the history of education was largely a history of ideas and not seldomly narrated as a ‘whig history’, leaving past practices and their inscribed knowledge(s) as well as non-traditional actors, actants, and knowledge on the margins of the academic discipline. Among the promising new(er) approaches broadening the scope of the history of education is the history of knowledge. A special issue of the Nordic Journal of Educational History (edited by Björn Lundberg, scheduled to be published in the fall of 2022) addresses the role of the emerging history of knowledge perspective for the history of education. Taking this further the proposed Standing Working Group (SWG) seeks to ask which new questions, specific methods and methodologies, theoretical insights and possible case studies could be added to the state of the art within the discipline. This includes exploring ways in which established theories, sources

and narrations can be questioned, revisited, and updated. Further, we suggest that histories of knowledge may work to broaden the scope of research on institutions, teaching and learning structures to include less formal arenas of education, actants of teaching and forms of instruction and knowledge outside of academia.

In particular, our proposed Standing Working Group seeks to integrate new sources (e.g. Haasis & Rieske, 2015), new methodological approaches (e.g. Fenwick & Edwards, 2012; Füssel & Neu, 2021) and theories (e.g. Füssel 2019; Füssel et al., 2019; Östling et al., 2020; Sarasin, 2011) into the history of education. The SWG will work with newly highlighted sources (like pre-printed forms, exhibitions, data visualizations) as well as revisit already established types of sources (like statistical data (Lawn, 2014), personal files (Garz, 2022)), subaltern/precarious forms of knowledge (Caruso, forthcoming) and diverse topics that lend themselves to further exploration. Thereby, the SWG can add to a wider theoretical discussion on where history of knowledge, cultural and material histories of education, discourse history, history of ideas, history of science or learning differ and in turn clarify the specifics of all these perspectives (Daston, 2017; Heilbron, 2019; Joas et al., 2019).

We want to ask and continuously work on the question “What does history of education have to offer for the history of knowledge and vice versa?” and specifically focus on knowledge practices (the emergence, usage, and distribution/circulation/transfer of educational and institutional knowledge) within and beyond academia. We further want to attempt to assemble methods and methodologies of history of knowledge, clarify underlying beliefs and popularize this approach in history of education research. What does it mean to write histories of knowledge and in which ways is this a specific approach/methodology?

The Standing Working Group would like to initiate and invite debates and scholarly exchanges on different forms of educational knowledge, their production, dissemination, consumption, application and entanglements as well as the means of analyzing the knowledge(s) and their intersections. With this plan in mind, the proposed SWG could further allow to question established hierarchies and spaces of knowledge and education. Moreover, the SWG could as well be very valuable to the study of circulation or communication of knowledge in society by shifting the attention from scientific discovery or production of knowledge to arenas where knowledge is taught and used.

Activities

The convenors can rely on international and interdisciplinary scholarly expertise in the domain of history of knowledge. Aside from several publications in the field, they have successfully organized a number of activities at ISCHE conferences (such as presentations, pre-formed panels, and the Twitter conference #twISCHE42). In the future, we would like to organize one or two pre-conference workshop(s) on theoretical and methodological aspects of the approach and plan a publication based on the workshop(s).

History of knowledge – understood as an approach interested in the role of knowledge in society and human life – also asks for means and ideas to spread and integrate knowledge from outside of academia. Thus, this involves questions on interconnections between academic, popular, activist, practical and other types of educational knowledge. Therefore, we suggest implementing third mission activities on Twitter and the usage of popular media such as

podcasts (e.g. FreshEd, HistEdOnAir). If possible, we would also be interested in adding to ISCHE's blog, aim for follow-up publications and attempt collections on articles and special issues on case studies within the framework of the perspective.

Another possible outcome is to establish history of knowledge as a new methodological frame within history of education by inviting historians of science, media historians and book historians to our discussion. This in turn could foster new interdisciplinary cooperation, connecting ISCHE to a larger academic discourse, possibly even making it a core arena for research on histories of knowledge. This dialogue could be further enhanced by planning conferences that focus on the intersection between history of education and history of knowledge.

Ultimately, the SWG would like to open up and discuss further avenues for histories of knowledge, advance the interest in this approach within ISCHE, raise awareness for known and unknown structures of knowledge, and connect ISCHE with other disciplinary discussions and actants as well as its own subaltern past and present.

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- Füssell, Marian (ed.) (2019). *Wissensgeschichte*. Stuttgart: Franz Steiner Verlag.
- Füssell, Marian, Frank Rexroth, and Inga Schürmann (2019) *Praktiken und Räume des Wissens: Expertenkulturen in Geschichte und Gegenwart*. Göttingen: Vandenhoeck & Ruprecht.
- Füssell, Marian, and Tim Neu (eds.) (2021). *Akteur-Netzwerk-Theorie und Geschichtswissenschaft*. Paderborn: Ferdinand Schöningh.
- Garz, Jona Tomke (2022). *Zwischen Anstalt und Schule. Eine Wissensgeschichte der Erziehung „schwachsinniger“ Kinder, Berlin 1840–1914*. Bielefeld: transcript.
- Haasis, Lucas, and Constantin Rieske (eds.) (2015). *Historische Praxeologie: Dimensionen vergangenen Handelns*. Paderborn: Ferdinand Schöningh.
- Heilbron, John L. (2019). History of Science or History of Learning. *Berichte zur Wissenschaftsgeschichte*.
- Joas, Christian, Fabian Krämer, and Kärin Nickelsen. (2019). Introduction: History of Science or History of Knowledge? *Berichte zur Wissenschaftsgeschichte* 42, no. 2–3: 117–25.
- Lawn, Martin (ed.) (2013). *The Rise of Data in Education Systems. Collection, Visualisation and Uses*. Oxford: Symposium Books.
- Östling, Johan, Olsen, Niklas, and David Larsson Heidenblad (eds.) (2020). *Histories of Knowledge in Postwar Scandinavia: Actors, Arenas and Aspirations*. New York: Routledge.
- Sarasin, Philipp (2011). *Was ist Wissensgeschichte?* In: Walter Erhart, Norbert Bachleitner,

Christian Begemann, Gangolf Hübinger (eds.) *Internationales Archiv für Sozialgeschichte der deutschen Literatur (IASL)*. Vol. 36, no. 1.

ISCHE Standing Working Group

proposal

Notre tout puissant Empire du milieu: histories of secondary education

Palaestra, lyceum, cathedral grammar low school, collège, lycée, lycée polyvalent, institut, gymnasium, progymnasium, realschule, hauptschule, berufsschule, grammar school, high school, modern school, comprehensive school, college, technical school, vocational school, secondary rural school, boarding school, liceo, instituto, bachillerato, colegio, liceu, escola técnica, escola média... These are all part of a wide range of expressions to designate the type of schooling that paved the historical evolution of secondary education, since Ancient Greece to the present day.

Influenced by Plato and Isocrates, among many other philosophers, secondary education was conceived for many centuries as second-rate education behind university, with which it shared the same principles and values of knowledge, culture, and intervention in public life, central to the education of the male social elite. This conception of secondary education connected to the university model lasted with greater vitality until the early nineteenth century, despite some changes over time. For example, the late Middle Ages reshaped the ‘seven liberal arts’ (the ‘trivium’ of grammar, rhetoric, and dialectic, and the ‘quadrivium’ of geometry, arithmetic, astronomy, and music); from the sixteenth century onwards, ‘modern subjects’ (e.g., mathematics, natural sciences, vernacular languages) were integrated in this level of schooling by philosophers of the Renaissance Humanism and the Society of Jesus.

This SWG intends to examine secondary education (or, according to Lucien Febvre, “notre tout puissant Empire du milieu”, 1939) in terms of specific historical contexts: its social and political mission, formative goals, curriculum organization, subjects taught, teaching methods, material structure and culture, teacher training, adolescence and youth supervision, among other issues. The topic demands attention for many reasons. In the first place, secondary education has been seen socially as “the survival of a conception of culture formulated when education was the right and possession of a few people” (Kandel, 1926, X), a situation that has completely changed. According to UNESCO, in 2020, the global enrolment rates surpassed 90% in primary education, 85% in lower secondary education, and 65% in upper-secondary education (UNESCO, 2021), whereas in the late 1950s, the same rates were about 21% in secondary education (UNESCO, 1963). These results show that there has been a clear decline in the share of out-of-school adolescents across the world over the past sixty years.

Secondly, the utility of a curriculum or of intellectual training aimed almost entirely at middle- and upper-class adolescents has been questioned under the principles of democracy, equality, and education for all. Thirdly, bearing in mind the diversity of syllabi or educational tracks that were developed in Western countries from the mid-19th century onwards (see, for instance, the British tri-partite system of the mid-20th century), the relations established with new forms of social, economic, and labour organization require revision. Finally, given its intermediate

position, the connection with primary education output and higher education input derived from continuously increasing the years of compulsory education over the past century, has also changed secondary education into “basic” education. Moreover, the United Nations’ General Assembly declared quality secondary education for all at number 4 of its 2015 sustainable development goals (SDG4).

This SWG welcomes papers that address the following topics related to secondary education (including transversal approaches):

- Secondary education: what is in the name?
- Historical circulation of discourses and practices connected to secondary education.
- Curriculum organization, tracks, teaching methods, assessment, and outcomes.
- Students, adolescence, and identity.
- Teachers, teacher education, and professional development.
- Social class, gender, ethnicity, equity, and empowerment.
- School types, facilities, and material culture.
- The role of secondary education in compulsory schooling and the relations with primary and higher education levels.
- Educational policies, international organizations and (comparative) perspectives related to secondary education.
- History of current issues regarding secondary education.

Keywords:

History of education, secondary education, education policies, school tracks and institutions, teachers, curricula, students, adolescence, compulsory schooling, social justice, comparison, emancipation.

Proponents:

Luís Grosso Correia (Portugal), Felicitas Acosta (Argentina), and Antonio Canales Serrano (Spain).

Some bibliographic references that have informed this SWG proposal:

Albisetti James C., Goodman, Joyce and Rogers, Rebecca (eds.) (2010). *Girls’ secondary education in the Western world. From the 18th to the 20th century*. London: Palgrave.

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