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# Histories of Educational Technologies

## Cultural and Social Dimensions of Pedagogical Objects

Book of Abstract



ISCHE 43  
Milan  
31.08 - 06.09  
2022

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Dipartimento di Pedagogia

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**Book of Abstract – Editors**

Simonetta Polenghi and Anna Debè

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[www.enzodegiorgi.it](http://www.enzodegiorgi.it) | [degiorgienzo@libero.it](mailto:degiorgienzo@libero.it)



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## ISCHE 43 SCHEDULE OVERVIEW (in person)

### TUESDAY 30 August

10.00-17.30 Pre-conference workshops

### WEDNESDAY 31 August

12.30-14.00 Parallel sessions 1

14.00-14.30 **Coffee break**

14.30-16.00 Parallel session 2/COVID-19 and Public History

16.00-16.30 **Coffee break**

16.30-17.15 Conference opening ceremony

17.15-18.15 Keynote address 1 (streamed)

18.30-19.30 **Welcome reception/ Tour of Leonardo's Last Supper**

### THURSDAY 1 September

09.00-10.30 Parallel sessions 3

10.30-11.00 **Coffee break/Tour of the University/Ice-house visit**

11.00-12.30 Parallel sessions 4

12.30-13.30 **Lunch**

13.30-15.00 Parallel sessions 5

15.00-15.30 **Coffee break/Tour of the University/Ice-house visit**

15.30-17.00 Parallel sessions 6

16.30-17.30 **Tour of St. Maurizio church**

18.30-19.30 **ECR welcome reception**

19.30 **Gala dinner**

### FRIDAY 2 September

08.30-09.00 **Tour of the reading room of the library**

09.00-10.30 Parallel sessions 7

10.30-11.00 **Coffee break/ Tour of the reading room of the library**

11.00-12.30 General Assembly (streamed)

12.30-13.30 **Lunch**

13.30-15.00 Parallel sessions 8

15.00-15.30 **Coffee break/ Tour of the reading room of the library**

15.30-16.30 Keynote address 2 (streamed)

16.30-18.00 Parallel sessions 9

18.30-19.30 **Tour of Leonardo's Last Supper**

### SATURDAY 3 September

09.00-10.30 Parallel sessions 10

10.30-11.00 **Coffee break**

11.00-12.30 Parallel sessions 11

12.30-13.00 Closing ceremony

13.00-14.00 **Lunch**

14.30-15.30 **Tour of the Leonardo da Vinci galleries in the Museo Nazionale Scienza e Tecnologia**

14.45-16.30 **Guided tour of Sforza Castle and Michelangelo's Rondanini Pietà**

15.30-16.30 **Tour of the Leonardo da Vinci galleries in the Museo Nazionale Scienza e Tecnologia**

15.45-17.30 **Guided tour of Sforza Castle and Michelangelo's Rondanini Pietà**

## ISCHE 43 SCHEDULE OVERVIEW (online)

### MONDAY 5 September

09.00-10.30 Parallel sessions 1  
10.30-11.00 **Coffee break**  
11.00-12.30 Parallel sessions 2  
12.30-13.30 **Lunch time**  
13.30-15.00 Parallel sessions 3  
15.00-15.30 **Coffee break**  
15.30-17.00 Parallel sessions 4

### TUESDAY 6 September

09.00-10.30 Parallel sessions 5  
10.30-11.00 **Coffee break**  
11.00-12.30 Parallel sessions 6  
12.30-13.30 **Lunch time**  
13.30-15.00 Parallel sessions 7  
15.00-15.30 **Coffee break**  
15.30-17.00 Parallel sessions 8



### Media History and the Rise of What We Call Writing

Lisa Gitelman (New York University)

This talk will address ways in which writing and modern media technologies have mutually defined each other. Beginning in the nineteenth century when so many new “-graphies” (like telegraphs and phonographs) were introduced as or in relation to writing, it will then jump forward toward the present to offer some media historical contexts for what Deborah Brandt has recently and persuasively termed “the rise of writing.”

### The Rise, Fall, and Resurrection of Educational Technologies: The Curious Case of Decroly in Spain

María del Mar Del Pozo Andrés (University of Alcalá)

In my lecture I will explore a so-called traditional pedagogical method, associated with the Belgian innovator Ovide Decroly, which was probably the most influential educational technique in Spain during the XXth century. The two main concepts of this pedagogical scheme – “centres of interest” and “globalisation” – will be studied from the triple standpoint of the subjects, the objects, and their mutual interactions. I will present several historical/pedagogical models of subjectification of the objects and objectification of the subjects. The methodological approach will be that of the “lived experience”. In this way, I will show how the transnational study of educational technologies can be changed into a perspective from within, in which lived experiences and personal emotions are central.



### Challenging Stagnant Hope: Educational Ecology, Public History and University Community Engagement in the History of Education

This workshop focuses on the history of the steel town Gary, Indiana. Once a symbol of educational progressivism and urban-industrial America, Gary is today the most segregated city in the United States and plagued by population decline, physical decay, joblessness, poverty, and crime. Gary's debris made the city into a Mecca for urban explorers whose photos dominate the city's imagery on the internet. Inspired by this imagery, in his documentary *Stagnant Hope: Gary, Indiana* (2014), filmmaker Alex J. Semchuck goes into the stagnant hope of Gary's citizens to explore the city's potential for revitalization. The workshop starts with a viewing of the documentary and employs three perspectives that serve as tools for analysis: urban exploring, public history, and university-community engagement. The combined perspectives aim at entering a discussion opening up possibilities for the study of educational ecologies in connection with a participatory turn in the history of education.

Convenors:

**Angelo Van Gorp**, University of Koblenz-Landau, Germany; **Eulàlia Collelldemont** and **Núria Padrós**, University of Vic, Spain; **Inês Félix** and **Björn Norlin**, Umeå University, Sweden; **Ian Grosvenor**, University of Birmingham, UK; **Frederik Herman**, University of Applied Sciences and Arts, Northwestern Switzerland; **Ana Paz**, University of Lisbon, Portugal

### From Sources to New Issues in the History of Education in Africa/ Sources et enjeux de l'histoire de l'éducation en Afrique

This workshop intends to encourage dialogue between historians engaged in researching education in Africa. In order to do so, we suggest a reflection on the sources of the history of education in Africa and on the perspectives they provide for research and teaching. In particular, we would like to attend to the specificity of these sources and to ask how they can help us to shed new light on certain major issues within the history of education.

Cet atelier cherche à mettre en dialogue l'ensemble des historiens et historiennes de l'éducation s'intéressant au continent africain. Pour cela, il propose une réflexion sur les sources de l'histoire de l'éducation en Afrique, et sur les perspectives qu'elles ouvrent pour la recherche et pour l'enseignement. Il s'agit en particulier de questionner la spécificité – réelle ou supposée – de ces sources, et d'interroger la manière dont elles peuvent permettre d'appréhender sous un nouveau jour certains grands enjeux de l'histoire de l'éducation.

Convenors:

**Pierre Guidi**, Institut de recherche pour le développement de Paris, Jean-Luc Martineau, Université de Paris; **Ellen Veia Rosnes**, VID Specialized University, Norway; **Pieter Verstraete**, Leuven University, Belgium; **Florence Wenzek**, Université Paris Descartes

### Transnational Media Archaeology of Education: IT Technologies, Teaching and Learning

In this workshop, we would like to start with a core ontological question: What do we mean by 'computer' and 'computer education'? When pursuing these basic questions two key issues come into focus: (1) how and when has an object of technological innovation become an "educational technology"; (2) how can we describe this transformation process, especially in terms of adaptation and transfers – which pioneers, followers, and late-followers can we identify. We will work in groups, targeting the following aspects of computers, education and computer education: new materialities, discourses, networks and institutional background.

Convenors:

**Lajos Somogyvári**, University of Pannonia, Hungary; **Krishna Kanta Roy**, Symbiosis International (Deemed University), Pune, India; **Barbara Hof**, University of Zurich, Switzerland.

## Conference Agenda (in presence)

| Date: Wednesday, 31/Aug/2022 |         |         |         |         |         |         |
|------------------------------|---------|---------|---------|---------|---------|---------|
| 12:30pm<br>-                 | A1 01.1 | A1 01.2 | A2 01.1 | A3 01.1 | A4 01.1 | A6 01.1 |
| 2:00pm                       | A6 01.2 |         |         |         |         |         |
| 2:30pm<br>-                  | A0 02.1 | A1 02.1 | A1 02.2 | A2 02.1 | A2 02.2 | A3 02.1 |
| 4:00pm                       | A4 02.1 | A6 02.1 | A7 02.1 |         |         |         |

| Date: Thursday, 01/Sept/2022 |         |         |         |         |         |         |
|------------------------------|---------|---------|---------|---------|---------|---------|
| 9:00am<br>-                  | A1 03.1 | A2 03.1 | A2 03.2 | A3 03.1 | A6 03.1 | A6 03.2 |
| 10:30am                      | A7 03.1 | A8 03.1 | B1 03.1 |         |         |         |
| 11:00am<br>-                 | A1 04.1 | A2 04.1 | A2 04.2 | A3 04.1 | A4 04.1 | A6 04.1 |
| 12:30pm                      | A8 04.1 | A8 04.2 | B2 04.1 |         |         |         |
| 1:30pm<br>-                  | A1 05.1 | A1 05.2 | A2 05.1 | A2 05.2 | A4 05.1 | A5 05.1 |
| 3:00pm                       | A6 05.1 | A7 05.1 |         |         |         |         |
| 3:30pm<br>-                  | A1 06.1 | A1 06.2 | A2 06.1 | A2 06.2 | A4 06.1 | A5 06.1 |
| 5:00pm                       | A6 06.1 | A8 06.1 | B4 06.1 |         |         |         |

| Date: Friday, 02/Sept/2022 |         |         |         |         |         |         |
|----------------------------|---------|---------|---------|---------|---------|---------|
| 9:00am<br>-                | A1 07.1 | A1 07.2 | A2 07.1 | A2 07.2 | A2 07.3 | A4 07.1 |
| 10:30am                    | A6 07.1 | A6 07.2 | B4 07.1 |         |         |         |
| 1:30pm<br>-                | A1 08.1 | A1 08.2 | A2 08.1 | A3 08.1 | A4 08.1 | A6 08.1 |
| 3:00pm                     | A6 08.2 | B3 08.1 | B5 08.1 |         |         |         |
| 4:30pm<br>-                | A1 09.1 | A1 09.2 | A2 09.1 | A2 09.2 | A3 09.1 | A4 09.1 |
| 6:00pm                     | A6 09.1 | B3 09.1 |         |         |         |         |

| Date: Saturday, 03/Sept/2022 |         |         |         |         |            |         |
|------------------------------|---------|---------|---------|---------|------------|---------|
| 9:00am<br>-                  | A0 10.1 | A0 10.2 | A1 10.1 | A1 10.2 | A2 SS 10.1 | A2 10.2 |
| 10:30am                      | A6 10.1 | A6 10.2 | A8 10.1 |         |            |         |
| 11:00am<br>-                 | A1 11.2 | A2 11.2 | A2 11.3 | A2 11.4 | A4 11.1    |         |
| 12:30pm                      |         |         |         |         |            |         |





**August 31 - September 3 2022, in presence  
Abstracts**



Wednesday, 31/Aug/2022

## A1 01.1: SYMPOSIUM

### The Image Of The Others. 'Otherness' And 'Normality' In School Textbooks

#### PART 1

*Keywords:* textbooks; otherness; minorities.

*Chair:* **Paula Alejandra Serrao** (University of Turin)

*Discussant:* **Gabriela Ossenbach** (Universidad Nacional de Educación a Distancia)

Today, as in the past, the textbook transmits, in addition to disciplinary content, messages aimed at training the individual and the citizen. These are messages that are not only present in textbooks relating to the humanities, such as history, literature, civics, etc., but also in apparently more technical books, such as mathematics, drawing or biology. In fact, it is at school that the governments of modern countries think that the men and women of tomorrow should be trained, as well as citizens who are well integrated into the social and economic context. To this end, in a more or less conscious way, the school manuals, and more generally the school, articulate a representation of the ideal world, which explains how society, economy and politics should function. In that way an idea of normality is defined, useful for fostering a citizen and member of different collectivities (race, language family, religion, etc.), but also for transmitting the "right" way of understanding one's identity as a man and of a woman. Immediately, even if this often happens by implicit exclusion or denial, "abnormalities" are also defined, or rather unconventional ways of understanding and living all these roles. In other words, pupils can understand which methods are not allowed, even if they are not explicitly described or mentioned. The goal of the symposia is, therefore, to investigate the representation of "normality" and "otherness" in school textbooks and in other teaching tools used in schools between the 19th and 20th centuries. Since this type of approach to citizen training is typical of all modern states, the topic is very suitable for comparative and international treatment. The proposal is also relevant to reflect on the imaginaries, stereotypes, processes of homogenisation and exclusion constructed by national states between the 19th and 20th centuries, which have left marks on our contemporary societies. The object of study will be approached through the following axes: the homogenisation of citizenship in Spain through grammar and arithmetic textbooks and school manuscripts; the constitution of an «other» in the didactic historiography of Paraná; the representation of women in Brazilian textbooks; the discourse and representations of otherness-alterity in school textbooks, the educational press and other publications used in Colombian schools; the representation of migrants in textbooks for Italian schools in Argentina; the representation of non-European populations in Italian textbooks at the end of 19th and the beginning of 20th century; the discourse of nation-state and the representation of national minorities within textbooks for Italian schools abroad.

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## The Representation Of Non-European Populations In Italian Textbooks

Paolo Bianchini

University of Turin

The paper aims to investigate how extra Europe populations were presented in Italian school between the end of the XIXth and the beginning of the XXth century. In this meaning, I will analyze a hefty sample of geography textbooks used in primary and secondary schools. The analysis will especially focus on the theme of race, nation and civilization. Just achieved the national unity, Italy fell immediately in the fight to conquer territories that would guarantee wealth and influence in the European political arena. For that reason, Italy tried to insure a role among the European powers inaugurating a colonial policy in Africa. It was necessary, therefore, to explain to young Italians why it was necessary to go and fight in Africa.

Moreover, during the same decades, Italy knew an extraordinary population growth, which forced millions of people to migrate not only to other European countries but also in the rest of the world and especially in the so-called “New World”. Really the emigration was presented at school as a potential brake on the growth and expansion of the country, unless it was used as an instrument of influence in the countries of destination.

Whether they migrated to new countries or moved there as settlers, Italian migrants would encounter populations with very different histories, habits and customs. The textbooks of the time provided the students of Italy, as well as those of the colonies and to the sons of migrants, useful elements for deciphering the new worlds that were opening up and suggesting how to relate to them. To this end, they precisely defined the boundaries of race, civilization and nation to refer to.

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## The Homogenization Of Citizens Through Grammar and Arithmetic Textbooks and School Manuscripts

Mikel Bermejo Malumbres

independent researcher

The search for the homogenization of the new national citizens is one of the main aims of the extension and democratization of the school at the end of the 19th century and the beginning of the 20th century in Spain. This desire for uniformity was to be transmitted not only through the new patriotic or national histories that appeared in the school context, but also through certain habits and canons that the new school tried to instill in the new citizens (Escolano, 1997). It is to these aspects that we will pay attention in this paper, trying to reflect to what extent grammar, arithmetic and school manuscripts contribute to formalizing the unifying and standardizing idea that the State seeks to achieve through the simplification and unification of writing systems and weights and measurements, and when establishing the culture of writing as a fundamental aspect for the functioning of the new society.

The designation in the mid-nineteenth century of the school textbooks produced by the Royal Spanish Academy as the only texts for the teaching of grammar in schools (Tiana Ferrer, 1997), the introduction of the new metric system and the designation of its compulsory study in schools in 1852 (Carreño, 1996), or the will of the administration to extend the mastery of writing (Escolano Benito, 1997) to contribute to double literacy undoubtedly reflect this will of the administration to channel the population into new habits in the use of the national language and the new system of weights and measurements, both in its oral and, above all, written version. Primary schools tried to socialize these new habits and formal canons through textbooks, contributing to the creation of uniform and homogeneous social models, considered fundamental for the functioning of the new liberal society. Through an analysis of school textbooks from the end of the nineteenth century and the first decades of the twentieth century in these three academic disciplines, we will try to reflect the extent to which this uniformizing pretension was reflected in school textbooks.

In short, the dissemination of the culture of writing, of the national language and of the metric system was going to be one of the main aims of the administration in its quest to define the new national citizen that liberalism wanted to build (Escolano, 1997, 360). The administration will therefore try to socialize the written language and the metric system through the school, but at the same time, it will try to define a series of social roles that will have to articulate the new liberal state, social models for which the correct expression of the written language and the new system of weights and measurements are indispensable.

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## **A1 01.2: School Objects as Educational Devices**

*Session Chair:* **Beatrix Vincze**, Eötvös University Budapest

*Keywords:* Educational museum; Childhood education; “Pasquali-Agazzi” method; Italy; Nineteenth-twentieth century.

### **Archival Sources and Educational Objects Held at the “Pasquali Agazzi Museum” (Mu.P.A.) in Mompiano (Brescia, Italy)**

**Renata Bressanelli**

Catholic University of the Sacred Heart of Milan

This paper illustrates the heuristic potential of archival documents and educational objects exhibited at the recently founded “Pasquali Agazzi” museum-archive. From the early 20th century, Italian early childhood education was strongly influenced by the educational approach developed by teachers Rosa and Carolina Agazzi, under the guidance of Pietro Pasquali, then general director of Brescian infant and elementary schools. In a country kindergarten at Mompiano (a district of Brescia), these three figures drew on educational science principles and Frobelian practices to devise a method that viewed the child as an active protagonist in everyday school life. Implementing this approach did not require expensive teaching aids, but rather everyday materials. For example, the children were invited to engage with simple objects found at home or on the street (*museo delle cianfrusaglie* [“trinkets museum”]) or brought in by the teachers (*contrassegni* [“symbols”]). This made the approach well suited to the Italian society of the period, which was mainly rural and lacking in resources and funding. The Agazzi method was widely acclaimed and still today continues to be applied and valued in infant schools, although it is not as well-known as the Montessori method. In the early 1960s, Brescia City Council and the Brescia-based publishing house La Scuola founded the “Pasquali-Agazzi Institute” with a view to conserving the memory of the method and keeping it alive. The aims of the institute included offering teacher professional development programmes based on the principles of the Agazzi method, as well as managing a research centre with a permanent educational museum and specialized library. Despite these efforts, the Mompiano Institute became gradually less active and, over time, some of the archival documents and educational materials exhibited in the original permanent museum were lost or put in storage. Recently, Brescia City Council – which took over direct responsibility for the Institute in the early 1990s – has begun to invest in the Institute’s future, in collaboration with the Faculty of Education at the Università Cattolica in Milan. In 2020, these two institutions signed a memorandum of understanding, with the aim of fostering a general revival of the Agazzi educational approach. One of the goals of this project, namely that of recovering and enhancing the historical and educational heritage assets held at Mompiano, has already been achieved. Specifically, the “Pasquali Agazzi Museum”, Mu.P.A., was inaugurated in November 2021. It exhibits documentary and photographic materials illustrating the key stages in the history of the Agazzi method, as well as the teaching aids and furnishings required to implement the approach in nursery schools. This archive-museum represents a key chapter in the history of educational technologies at the turn of the twentieth century. Investigation of the instruments held there can inform our understanding of the material culture of schools, and of infant schools specifically. This collection of archival sources and educational/teaching materials offers the national and international academic community valuable and novel research leads concerning everyday educational experience in kindergartens in the late 1800s and early 1900s.

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*Keywords:* Ireland; lesson books; curriculum; imperialism; textbooks.

### **Lesson Books as Pedagogical, Political and Social Objects in Elementary Schools in 19th Century Ireland**

Thomas Kevin Walsh

Maynooth University, Ireland

The establishment of a national system of education in Ireland was motivated by a range of political, social, economic and religious ambitions. It sought to ameliorate the animosities between the various religious denominations, to civilise the Irish populace as more loyal members of the British Empire and to enhance the social and economic conditions of the Irish people (Coolahan, 2017; O'Donovan, 2017). Establishing a suitable programme of studies or curriculum was a key objective of the National Board established in 1831. In a context of frugal, expensive and contested educational resources, the National Board surmised that writing or commissioning a core set of lesson books for distribution at a low cost or free to schools was a pragmatic and expedient way of ensuring the curriculum in schools aligned with the ideology of its creators (Lyons and Moloney, 2019). Drafted and published initially in the 1830s, with various editions and revisions until the 1860s, the five lesson books formed the spine of educational and curriculum provision in Irish schools for much of the nineteenth century. They were incremental and sequential in design and content, with many pupils never progressing beyond the second lesson book.

This paper traces the decision-making process that led to the publication of the lesson books for schools. Given the political and social context, their content was imbued with both overt and hidden messages as to the social and political status and position of their readers – with virtually no reference to the Irish context, language, history, geography or culture (Coolahan, 1988). Within them, Ireland and Britain were characterised as one nation. Consequently, they were instrumental in the social conditioning of Irish teachers and pupils, transmitting particular values, beliefs, attitudes, principles, dispositions and behaviours. The paper critiques the content of the books and distils a range of key themes and ideologies that permeate their pages. These include gender, social class, rationality, imperialism, social order and utilitarianism. The delicate treatment of religion in the books through the use of passages of scripture and moralising stories form part of this analysis. The extent of their use in schools and their impact on teachers' pedagogical practices and pupils' learning experiences as evidenced in the Inspectors' Reports and other sources from the era form a core element of the paper. Given Ireland's 'colonial features' (Howe, 2008) as part of the British Empire, the global reach and transnational impact of the lesson books in many other British colonies is also examined. The lesson books circulated internationally in jurisdictions both in Europe but also in Australia, Canada, India and beyond where they exercised extensive influence (Commissioners of National Education 1848:51). Their imperial overtones and neutrality in terms of religion and culture was central to their global success.

Ultimately the lesson books achieved a virtual monopoly in Irish schools (Lyons and Moloney, 2019:11) and the paper argues that they were the most impactful educational technology in use over the first 50 years of the operation of the national system in Ireland.



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*Keywords:* Fröbel, Montessori, teaching materials, kindergarten, denominational beliefs  
**Politics and Beliefs of Two Didactic References: Montessori's and Fröbel's Material  
in Kindergarten Pedagogy in German-speaking Switzerland 1870-1940**

**Christina Rothen**

Pädagogische Hochschule Bern, Switzerland

The history of kindergartens in German-speaking Switzerland differs greatly between Catholic and Reformed cantons. While in the Catholic schools the kindergarten teachers were trained in the seminaries of the monastic congregations, religiously neutral seminars were common in Reformed Switzerland. The teaching sister in kindergarten is a phenomenon of Catholic Switzerland (Rothen 2019). This leads to the hypothesis that the reception of the teaching material was also different. While Friedrich Fröbel and the idea of playing material remained the undisputed reference in Evangelical Switzerland, Catholic Switzerland increasingly referred to Maria Montessori and emphasized the learning material as material to work.

There was a lively discussion about Fröbel's kindergarten in German-speaking cantons of Switzerland after 1870 (Bion, 1878; Bühlmann, 1871; Küttel, 1882; Morf, H. 1876; Wellauer, 1869). In many places, associations were founded to promote Froebel's kindergarten and with them also the publicity on his educational material continued to increase. The curriculum of one of the first kindergarten seminary in St. Gallen included lessons on Fröbel's «Spielgaben» and «Beschäftigungsmittel». The 20 «real» play gifts - from the ball and the building sets to the pea work, sand, and clay - were also offered for sale by school suppliers in 1880 (Pionier 1880, p. 36).

While the periodical of the Swiss Kindergarten Association contained hardly any uncritical voices on Montessori pedagogy (Baumann 2007), the Catholic periodical on teaching and school discussed Montessori and her learning material generously. Montessori herself avoided the sensitive question of religious education and worked with both the socialists and the Franciscan Order. Even though Montessori herself was not a practicing Catholic, Pope Benedict blessed Montessori's method book in 1918, making Montessori a reference for Catholic didactics up until today (Quarfood 2017, p. 236ff.). The Catholic periodical promoted the model factory «Seetal» near Ermatingen as manufacturer of the expensive Montessori materials for the kindergarten (Schweizer Schule 1932). In the further training days for kindergarten teachers at the Catholic kindergarten seminar in Ingenbohl, the Montessori method and its material were presented and discussed in detail (Theodosia 1935, p. 238).

This paper asks about the materials for kindergarten didactics (Fröbel, Seguin, Montessori and others) and their referentiality:

- Which play and learning materials for the kindergarten are mentioned in the relevant periodicals?
- What role did denominational values and beliefs play in the referentiality to different early childhood learning materials?
- Were there (hidden) politics of referentiality?

This paper is based on a systematic analysis of the kindergarten-specific periodicals. The journals of the «Korrespondenzblatt des Schweizerischen Kindergartenvereins», the periodical of the sister's congregation «Theodosia. Mitteilungen der Barmherzigen Schwestern vom heiligen Kreuze» as well as the non-denominational «Schweizerische Lehrerinnenzeitung» and the catholic «Schweizer Schule» between 1870 and 1940 are to be analyzed.

Denominational politics and beliefs seemed to have influenced the selection and prioritization of the learning and play materials for the kindergarten. The heuristic of Ludwik Fleck's *thinking style* and *thinking collective* is used to analyze the assumed connection between the different reception of didactic materials and denominational beliefs.

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*Keywords:* History of Education; La Salle; modern school; elementary school; curriculum  
**Traces and Vestiges of School Civilization: Rites and Technologies of the La Salle School**

Carlota Boto

University of São Paulo, Brazil

This communication should focus on the analysis of the *Guide to Christian Schools*, written by La Salle (1651s-1719s), in France, in order to seek in this document the didactic and curricular technologies proposed as a teaching methodology for working with schools that taught reading, writing and count it. The blackboard, the primer, reading and civility books, inkwells, quills and writing papers: this whole set of artifacts makes up the material culture of schooling, giving rise to rites that articulate a given way of understanding primary schooling. The purpose is to understand how there is, through material culture, the organization of a teaching technology, translated by an idea of method, which was very expensive at that time. Evidently, in order to think of teaching experiences aimed at the lower classes, there were previous initiatives, predecessors, therefore, of La Salle's performance. However, as it turns out, none of them would have the same proportion, both in terms of the effective reach of an articulated policy for several schools, and in the multiplying effect that this enterprise would achieve. He mobilized this practice with which he lived to extend it and expand its reach – to a group of schools that went beyond the initial project. The practice of writing was difficult to establish at school. Paper, goose quills, and ink were not only expensive resources, but difficult to handle. For this reason the Christian school invent an instrument that we still use: the blackboard. It would have been, this «erasable surface» that made it possible for the instrument of writing to truly enter the school. It can be said that it was also through written correction and exercise that Lasallian schools organized the space and time of the school, grouping children by classes, by levels of learning, and precisely demarcating the timetable of lessons. In addition, in Lasallian schools the curricular content is graded, the criteria for the promotion of students are structured, and the principles of teacher training begin to exist. It should not be forgotten that schools functioned according to a method, which involved the organization of the class through written records and through the stipulation of signs, which should guide the order of the pedagogical process. Somehow, the Lasallian school initiative was intended to get the children off the street. Instructing and moralizing was equivalent to preventing crime, disorder and the constant threat of an uncontrolled crowd. It would offer precepts of conviviality for this city dweller. Therefore, it would be the necessary complement to a family education considered insufficient to deal with the reality of the rapid development that cities gained in that modernizing world. More than educating, it was about disseminating values: under such an approach, school life does not come to us only because of its effect of reproduction of society; but it means an instance of production of knowledge, conduct and values. The school, which informs, has the clear intention to form: before instructing, it was about civilizing.

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## **A2 01.1: Teaching and Society**

*Session Chair:* **Pablo Toro-Blanco**, Universidad Alberto Hurtado

*Keywords:* School Manuals, History and Geography from Portugal, Representations of Society, Transition Period, Preparatory Cycle.

### **Representations of Society in the Manuals of History and Geography of Portugal (from the 60's to the 70's)**

**Joaquim António de Sousa Pintassilgo**  
University of Lisbon

The transition period from the 1960s to the 1970s corresponds, in Portugal, to the final phase of the authoritarian regime called Estado Novo. This is a different phase in the regime's trajectory. Salazar was replaced by Marcelo Caetano in 1968, which created expectations of political openness that quickly dissipated. The continuation of the colonial war, in Angola, Guinea and Mozambique, appeared as a decisive condition and created a situation of impasse. At the same time, we were witnessing important social changes associated with the opening to tourism, the increasing emigration to Europe, the intensification of late industrialization, the displacement of populations from the countryside to the city and radical transformations in the spheres of culture and mentalities. Student movements in universities are increasingly politicized, against the regime and against the colonial war, and the progressive sectors of Catholicism move into the opposition camp. The education system was also beginning an important process of transformation and opening to international counseling. Theories of human capital began to permeate the discourse of political power, which led to the increase in compulsory schooling to 6 years (in 1964), to the unification of the initial cycles of secondary and technical education (1967) and to the creation of the teaching with use of television. Between 1971 and 1973, a Basic Law, proposed by Minister Veiga Simão, was widely discussed and later approved, which had underlying purposes of educational modernization in apparent contradiction with the persistent authoritarianism of the regime. The newly created Preparatory Cycle of Secondary Education (5th and 6th years of schooling) led to the elaboration of a curriculum that contained a set of innovative aspects, namely the creation of a subject with an interdisciplinary character called History and Geography from Portugal. Several manuals were approved for this discipline, in contrast to the one-book policy that had prevailed during most of the authoritarian regime. These manuals, some of them produced by a new generation of authors, already expressed the influence of new approaches both in terms of History and Geography. On the one hand, the presence of the Annales School and the Portuguese authors who were inspired by it was visible, and, on the other hand, the influence of the new Human Geography, represented in Portugal by Orlando Ribeiro. This communication aims to analyze the representations of society in the History and Geography manuals of Portugal approved for the two years of the Preparatory Cycle and which were in force in Portugal between the late 60's and mid 70's. To this end, we will analyze the set of manuals approved for that period. We will pay particular attention to representations of identity, related to both the Nation and the Empire, the alleged multi-racial character of Portugal, representations about the rural and urban, about backwardness and modernization, about the role of Catholicism, among other topics. This piecemeal research is part of a more general collective investigation into the representations of the individual, nature, and society in Portuguese and Spanish school textbooks between the mid-1960s and mid-1990s.

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*Keywords:* public history, health education, materials, means, Spain.

### **Means and Materials of Health Education**

Francisca Comas-Rubí, Avelina Miquel-Lara

University of the Balearic Islands, Spain

The educational materials and means used in the past help us to learn more about school and educational practice in the past, and form part of the historical-educational heritage. These materials and means are also a valuable resource for the public history of education via exhibitions, reports or documentaries. In this paper, we aim to analyse the wealth of educational materials and means generated by the implementation of a health education programme in the 1960s in Spain. At the same time, we explore their use to perpetuate the collective memory of what this programme was, through public history.

We refer to the Food and Nutrition Education Programme (EDALNU) which began in 1961. Although it continued until the 1990s, its work was especially important and notorious in the 1960s and 1970s. In those years, nutritional inequalities between the different regions of Spain and, between social classes, were a health problem for millions of Spaniards. In this context, the main objective of the programme was to improve the population's knowledge of nutrition and thus enhance their diet and health. To do this, the programme promoted the consumption of protective and local food. To achieve this objective, an intervention was designed at three levels: school, family and community, and various educational materials and means were developed (from publications to documentaries). This programme trained 46,752 people, 94% of whom were women, who would later become trainers for the general population.

In the school environment, a modern pedagogical system was designed based on three principles: the acquisition of knowledge, the creation of habits and the development and communication of attitudes. Among the material means and strategies created specifically to implement this programme in schools were sticky boards, guides and manuals for school canteens, school gardens and student clubs. Pupils acquired knowledge that they then passed on to their families. Another pillar of the work in the family sphere was the training of housewives through courses and educational messages, accompanied by support materials such as books on nutrition and home economics. These messages aimed to modernise the housewife's role in everything related to food and home economics, without losing the traditional role that Franco's dictatorship attributed to women. At the community level, the intervention was carried out through books and manuals, illustrations and drawings, posters, photographs and even two documentaries entitled: «Alimentarse mejor» (1972) and «La rueda de la alimentación» (1973).

In this paper, as we have said at the beginning and after an introduction to the EDALNU programme, we will try to analyse the means and materials that were used both at school and community level, as well as the use that has been made of these means and materials from the public history of education in Spain via exhibitions, publications and reports.

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*Keywords:* school lunch; nutrition education; International Aid Administration; Italy; late 1950s

### **Healthy Eating Education: the role of School Lunch in Italy in the late 1950s**

Anna Debè

Catholic University of the Sacred Heart of Milan

School canteens, established in Italy in the late nineteenth century to encourage children living in precarious conditions to attend the compulsory school, received great attention after World War II. In 1943 the canteens operating in primary schools were 672, in 1961 they were 13,214. This considerable increase was mainly the result of the intense work carried out by the International Aid Administration (IAA), a State institution which also managed the food distribution to the several centers. The economic subsidies mostly came both from the United Nations and some foreign governments, particularly from the United States of America. In June 1955 an agreement was signed with the USA, according to which part of the American food surplus would find a suitable form of use in Italy.

In the following three years, large quantities of food from overseas were allocated by IAA to poor children assisted in the school canteens, but also in kindergartens, residential institutions, and colonies. The Italian authorities – as stipulated in the agreement – were responsible of the management costs of the plan and its publicity, so that the American merit was widely known. The food distribution was calibrated according to the geographical areas and provided for various and complementary products, the rational use of which was facilitated by specifically defined weekly meal planners. A balanced school meal was able to partially compensate for the important nutritional deficiencies of the Italian childhood of the time, both in quantitative and qualitative terms.

The attention towards students' well-being was also related to their nutrition education. Using specific educational material, students became familiar with the complex organization that allowed the canteens functioning, but above all they learned the value of a proper nutrition and an adequate conduct during the mealtimes. In this process, teachers – whose involvement was essential – were appointed to hold specific lessons on healthy food, and for this reason they also became recipients of several initiatives.

The paper intends to present how the IAA plan took shape in the late 1950s, studying the educational material used in the Italian primary schools. In addition to reporting on the national situation, an in-depth analysis will be conducted on the experience of the school canteens in Piacenza, a city in northern Italy. The analysis of unpublished document from the City Archive, including school notebooks, filmstrips, brochures and posters, will bring to light how the IAA initiatives were realized at a local level, and, above all, what was the reaction of students and teachers.

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*Keywords:* Ellen Key, Feminism, Family Environment, School books, Critical Thinking  
**Teaching and Learning Strategies and Educational Media in Ellen Key's Pedagogical Proposals**

*Procesos de Enseñanza-Aprendizaje y Medios Educativos en la Propuesta Pedagógica de Ellen Key*

Carmen Sanchidrián-Blanco<sup>1</sup>, Juan Luis Rubio-Mayoral<sup>2</sup>, Guadalupe Trigueros<sup>2</sup>

<sup>1</sup>University of Malaga, Spain; <sup>2</sup>Universidad de Sevilla, Spain

*Abstract (in English):*

Ellen Key occupied an important role among European intellectuals during the first two decades of the 20th century. Nowadays she is widely cited in childhood history studies, although her works are scarcely read. The latest reissues of *The Century of the Child*, her most popular book, and some monographs dedicated to her in the wake of the centenary of this book could help fill that gap. Like all pedagogues who propose a certain type of education, Key pays attention to the role that the school space, books, objects, and media may have. She describes strategies to optimize her educational theory and practice. Some of Key's proposals were already controversial 120 years ago, and they continue to be the subject of feminist and social studies. These proposals should be studied in relation to the authors who most influenced her (from the Renaissance to Modernism), highlighting Rousseau, Goethe, Darwin, Spencer and Nietzsche.

Drawing from Key's writings on education, this communication is divided into two main parts:

a) The elements that make up her proposal are described: the curriculum, the school spaces, the didactic materials, and her opinion about certain books in education. She highlights the importance of education in contact with nature, transforming it into a resource and means of learning. The subjects to which she gave more importance in the curriculum, the reasons she gave for that, and the few didactic materials to which she refers are indicated.

b) The importance that she attaches to the development of attitudes and behaviors (beyond learning the content of the different subjects) through the formal and informal curriculum is analyzed. The relationships with parents and siblings play an essential role as the home is seen as an inalienable resource for education. Her concept of children's rights and duties is also relevant since they are the basis of some of her strategies.

The main conclusion of this study is the need to read Key's original writings, which is a complex task because her books are compilations of articles already published before. Her theoretical and methodological proposal does not allow her to be included among the authors of the New School, despite agreeing with them on the importance of education in contact with nature. Her educational strategies are closely related to the role that parents, especially mothers, play in the education of their children and to the role she assigns to women. Her proposals determined the layout, the organization of teaching, the use of diverse spaces, including the home and the nature as learning environments, and the educational practice.

*Abstract (in Language of Presentation) :*

Ellen Key ocupó un papel importante entre los intelectuales europeos durante las dos primeras décadas del siglo XX y sigue siendo muy citada en los estudios de historia de la infancia. Sin embargo, sus obras han sido escasamente leídas, aunque las reediciones que han aparecido recientemente y los monográficos que se le dedicaron a raíz del centenario de *El siglo de los niños* pueden ayudar a llenar esa laguna. Como todos los pedagogos que proponen un determinado tipo de educación, Key alude en sus textos al papel que juega en la educación el espacio escolar, los libros, los objetos y otros medios. Describe estrategias para optimizar la práctica de sus teorías. Algunas de sus propuestas fueron controvertidas hace ya 120 años y continúan siendo objeto de estudio por interesados en el feminismo y en estudios sociales. Sus propuestas deben relacionarse con los autores (del Renacimiento al Modernismo), especialmente Rousseau, Goethe, Darwin, Spencer y Nietzsche.

A partir de los escritos de Key sobre educación, esta comunicación se divide en dos partes principales:

a) Se describen los elementos que forman su propuesta: el currículum, los espacios escolares, materiales didácticos, y su opinión acerca de determinados libros en educación. Destaca la importancia de la educación en contacto con la naturaleza, considerándola un medio para el aprendizaje. Se indican las materias a las que daba más importancia en el currículum y los escasos materiales didácticos a los que hace referencia. b) La importancia que le concede al desarrollo de actitudes y conductas (más allá del aprendizaje de contenidos de las distintas materias) a través del currículum formal e informal. En este caso, las relaciones con padres y hermanos juegan un papel esencial así como su concepto de lo que deben ser derechos y deberes de los niños, que están en la base de algunas de sus propuestas.

Entre las conclusiones de este estudio, destaca la necesidad de acercarse a la obra original de Key, que es compleja dado que sus libros son recopilaciones de artículos ya publicados antes. Su propuesta teórica y metodológica no permiten incluirla entre los autores de la Escuela Nueva, a pesar de coincidir con ellos en la importancia de la educación en contacto con la naturaleza. Sus estrategias educativas están estrechamente relacionadas con el papel de los padres, especialmente el de las madres, en la educación de sus hijos y con el rol que asigna a las mujeres. Sus propuestas determinan el diseño, la organización de la enseñanza, el uso de diversos espacios, incluyendo el hogar y la naturaleza como espacios de aprendizaje, y la práctica educativa.

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### A3 01.1: Learning Technologies

Session Chair: **Imre Garai**, Eötvös Loránd University Faculty of Education and Psychology

Keywords: Textbooks, object lessons, intuitive teaching, nature, dialogues

#### **From Dialogues to Object Lessons: Textbooks About Nature in the Spanish-speaking World Throughout the Long Nineteenth Century**

Eugenia Roldan Vera<sup>1</sup>, Rosalía Menéndez<sup>2</sup>

<sup>1</sup>Cinvestav, Mexico; <sup>2</sup>Universidad Pedagógica Nacional - Ajusco, Mexico

In the last three decades of the nineteenth century, intuitive teaching (drawing back to Pestalozzi's *Anschaungsunterricht*), revolutionized the way teaching was conducted in most primary schools of the Western world. This form of teaching consisted in familiarizing children with the things of the world instead of making them memorize ideas and definitions ("words") about that world, (Munakata, 2017). In addition to teaching techniques, textbooks on "object lessons" - a new school subject introduced in several English, French, and Spanish-speaking countries - were designed to operationalize this reform (Martínez Moctezuma. 2010). Distancing themselves from previous textbooks that conveyed definitions and notions of all kinds of subjects, these manuals set out to convey first the knowledge of the things closest to the child, usually with pictures (enabled by novel, mass printing techniques), and then gradually go onto more distant, general and abstract knowledge about different realms of nature and society (Roldán Vera, 2012). Whereas this appears as a dramatic change in the regular school textbooks of most of the nineteenth century, we believe this deserves a more thorough analysis. After all, textbooks in that period were a long-lasting technology, characterized by continuous reprints over decades and with few changes in format and content (Roldán Vera, 2018). Hence we ask: To what extent were textbooks on object lessons actually different from earlier textbooks about nature and the world? Was the pedagogical revolution of intuitive teaching actually paired by a textbook revolution and in what ways? Was there a significant change in the way textbooks were meant to be used by teachers and students?

In this paper, which is part of a collective project on the transnational dissemination of intuitive teaching through textbooks, we want to address these questions by contrasting a handful of textbooks of similar content -the teaching of things about nature - but very different format that were first published over a hundred years apart: three “dialogues” from the late 18<sup>th</sup>- early 19<sup>th</sup> century and three object lessons textbooks from the late 19<sup>th</sup> century. Most of them were originally published in French and then translated /adapted in Spain or Mexico for circulation in the Spanish-speaking world. The majority were reprinted several times over many decades.

We will argue that, whereas the textbooks on object lessons did propose a way of learning for the child that started with the direct observation of things, they drew on formal elements of earlier textbooks to ensure that children would memorize the information, such as the question-and-answer form of the previous dialogues, transformed into questionnaires at the end of each lesson. We will thus explore the hypothesis, following Anne-Marie Chartier, that pedagogical reforms are favored and/or constrained by contingent technologies – such as the textbook – that change at a different historical pace.

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*Keywords:* historical mapping, Montessori schools, Montessori sections, digital humanities  
**Research issues in Historical Mapping of Montessori Schools and Sections in Italy**

Tiziana Pironi<sup>1</sup>, Paola Trabalzini<sup>2</sup>, Andrea Bobbio<sup>3</sup>, Andrea Mangiatordi<sup>4</sup>

<sup>1</sup>Alma Mater Studiorum - University of Bologna; <sup>2</sup>LUMSA University; <sup>3</sup>University of Valle d’Aosta; <sup>4</sup>University of Milano-Bicocca

This contribution is the result of research carried out within the PRIN Project «*Maria Montessori from the past to the present. Reception and implementation of her educational method in Italy on the 150th anniversary of her birth*». The objective of this research is to conduct a census of Montessori schools in Italy from 1907 to the present day, reconstructing the date of their foundation and the length of their persistence both at a regional and national level, from nursery to secondary schools. Such a review is an important operation that has the power to give an accurate and vivid representation of the impact that the thought of Montessori had - and still has - in the national cultural and school context. This contribution presents a multimedia tool in which – at the time of writing – data from over 700 schools was collected, or-



ganised, and represented on a digital map. This data is the result of research carried out both at an archival level, based on the Opera Nazionale Montessori fund, and through a specific analysis of the main Montessori magazines, from “l’Idea Montessori” to “La Coltura Popolare”, up to the recent «Vita dell’Infanzia» and «Il Quaderno Montessori».

The main distinguishing element of the interactive map is the possibility to view information about schools from a historical perspective: by selecting a specific year, the user can immediately see all the schools that we are certain existed in that specific year appearing on the map. Each school is indicated by a marker, which is positioned on the map using the most accurate information available for each institution. This can span from the mere city name to proper geolocalization coordinates that allow determining the exact positioning of the element. When a street address is available, the location of the mapped institution is determined using the “Nominatim” service, which is part of OpenStreetMap, the main technology used to build the map and to render information. Each marker is clickable, leading to a specific page showing the selected institution and enriched with all the related information available.

The presented data organization and mapping choices are affected by some issues, that can be summed up in three main areas and are actively being investigated:

- duplicates treatment: information about the same institution can appear in different sources, in some cases after decades; a database was designed to allow filtering and sorting by all possible fields, to comparatively assess the correspondences between records.
- naming of the institutions: in many cases, we have observed that simply naming the institution as it was reported by the source (i.e., “a primary school with two Montessori sections”) could lead to ambiguities, hence we developed a script that combines information dynamically to produce longer, more accurate names that are unique, based on locations and toponyms.
- differentiating whole institutions from sections: sections are more difficult to map because they depend on other institutions and are less evident; to represent the complexity of this component, a filtering feature was added for these specific cases.

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*Keywords:* Montessori texts, Montessori magazines, Montessori lemmary, digital humanities

#### **Montessori Atlas: Digital Humanities for Historical-Pedagogical Research**

Paola Trabalzini, Vincenzo Schirripa, Giuseppe Tognon, Emma Perrone

LUMSA University, Italy

The contribution is the result of research carried out by the LUMSA University Unit for the PRIN Project *Maria Montessori from the past to the present. Reception and implementation of her educational method in Italy on the 150th anniversary of her birth*, which involves four universities: Bologna, Milano Bicocca, LUMSA of Rome and Valle d’Aosta. The research aims to develop a lemmary and digital repertories for a historical-pedagogical reconsideration of the actuality of Montessori pedagogy, taking into account the best practices developed in the field of digital humanities. The contribution presents the *Montessori Atlas*: an open access digital portal, a research and study tool, divided into five sections: texts, images, historical journals, lemmary, international bibliography. In the «Texts» section we digitalized the *Critical Edition*

of *Il Metodo della Pedagogia Scientifica*, which allows the synoptic study of the five editions of Montessori's book. The digital edition can be browsed page by page and through a search interface that allows to find all the occurrences of a term also in the notes and in the captions of the images. The same way of consultation is possible for the articles of Montessori published in «Vita dell'Infanzia», journal of the ONM founded in 1952, the digitalization of which has been started. In the «Images» section, the iconographic material concerns Maria Montessori and the educational life of schools. The captions indicate the published source or the place of preservation to which it could be traced, the context, the country, the year or the period of reference. The iconographic material is indexed and the search engine operates on the captions. It is also possible to search by time period, by year, individual terms, city, country. In the «Historical Journal» section, the monographic issues of the magazine «Vita dell'Infanzia» can be consulted, reproduced in the format of the original edition, starting with the May-June-July August 1952 issue. The various thematic issues will gradually be published. The issues can be consulted page by page; the search engine allows to find all the occurrences of a term, also taking into account the text of the captions of the images. The section «Lemmary» offers a list of particularly significant Montessori terms, whose occurrence can be found in the *Critical Edition* and in «Vita dell'Infanzia». The lemma is presented in context, facilitating the work of the researcher interested in understanding the evolution of the term over time or, for example, its presence or absence in the various editions of *Il Metodo della Pedagogia Scientifica*. The lemmary thus allows both quantitative and qualitative research. The section «International Bibliography» is based on the interactive catalogue taken from *Montessori. International Bibliography 1896-2000*, published by ONM. The catalogue is currently being updated and the search engine allows for flexible and individualised consultation (by author, title, year of publication, time period). Each file relative to the first edition of a work mentions possible subsequent editions, translations and publications abroad in order to reconstruct the chronological sequence and the state of publishing of Montessori's work.

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*Keywords:* Rum, curriculum, didactics, objects, Ottoman

## **Curriculum, School Didactics and Teaching Objects in the Context of the Schools of Rum Millet under the Ottoman Rule**

Sofia Iliadou<sup>1</sup>, Panagiotis Kimourtzis<sup>2</sup>, Eirini Kouremenou<sup>1</sup>

<sup>1</sup>University of Western Macedonia, Greece; <sup>2</sup>University of the Aegean, Greece

The present study refers to the institutional context of the schools of the “Rum Millet” (country of Roman population in the Ottoman Empire) under Ottoman rule, as according to the traditional Greek historiographical example the genesis of the Rum millet became just after the fall of Constantinople, when, the Sultan granted privileges to the Orthodox Patriarch, (Runciman, 1968) thanks to which he became the “spiritual head” of the Rum millet. (Hammer-Purgstall, 1834; Kardaras, 1996) Based on this view, religion, was considered the most serious criterion for categorizing the Sultan's ethnic subjects. (Kitromilides 1990; Horowitz, 1985). Conclusively, the traditional perception gives to ‘millet’ dimensions of a religious-

cultural entity with distinct features. Therefore, education is considered as the crucial mechanism of the orthodox community by which the structural elements of religion-cultural identities were transferred.

The main aims and objectives of this study is to identify the curriculum, the school didactics and the pedagogical objects of the schools of the Rum millet. The present study deals with the education of the Rum millet in the ottoman context during the period 1453-1922. (Chassiotis, 1881). The research concerns the period 1453-1923, since 1453 is the date of the overthrow of the Eastern Roman Empire and its replacement by the Ottoman Empire, while the maintenance of the Greek schools continued until 1923 and concerned the Greek orthodox living in the Greek orthodox communities of the Ottoman Empire. The education of the members of the Rum millet was strongly challenged in 1923, when a large portion of Greeks left their homes in Asia Minor and settled in the Greek state, after the population exchange under the terms of the Treaty of Lausanne (1923).

Our method is the historical interpretive method based on the written sources mainly of the 19<sup>th</sup> century and to the Dissertations which deal with these schools. In order to achieve its goals, our study uses not only the carefully selected primitive sources but the dissertations (Skopetea 1988; Gritsopoulos. 1966, Anagnostopoulou, 1997) as well, and the sources which have come into light recently (Chatzopoulos 1991; Ziogou 1998; Chassiotis 2001).

Regarding Manuel Gideon the main feature of the sources of the 15<sup>th</sup> and 16<sup>th</sup> centuries is their handwritten character, while at the same time it is considered extremely difficult for these documents to be found. (Gedeon, 1888, 1976). The scholars of the 19<sup>th</sup> century identified a «cultural gap» during the 16<sup>th</sup> and 17<sup>th</sup> centuries in the East. Although we cannot refer to uniform education in the 17<sup>th</sup> or in the century, (Konortas, 1990) we do have written sources. Additionally, the 18<sup>th</sup> century was the century of the cultivation of Greek letters as the economically dependent Sultan granted educational and spiritual autonomy (Exerzoglou 1997) to the Rum millet members. Ultimately in the 19<sup>th</sup> century the predominance of modern Greek Enlightenment in the progressive strata of the communities of Greek Diaspora led to age of modernity and the flourishing of the Greek schools (.Mavroskoufis., 2000).

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## A4 01.1: PREFORMED PANEL

### What is an Applied History of Education?

#### Reflecting on the Social and Cultural History of Educational Technologies

*Keywords:* history of education; political projects; archival collections; public history; applied history of education

*Chair(s):* **Johannes Westberg** (University of Groningen)

*Discussant(s):* **Jeroen Dekker** (University of Groningen)

Why should we study the history of education, and how can we make it relevant, meaningful or even useful for policy-makers, practitioners, educational researchers or students? These are important questions with no easy answers (see, e.g., Ravitch & Vinovskis, 1995; Depaepe, 2001; Tröhler, 2008; Labaree, 2012; Spencer, 2018) that has been addressed by a range of recent efforts, including the Policy Dialogue-section of History of Education Quarterly and the establishment of a Nordic graduate school in the history of applied history.

Apart from our obligation to produce knowledge of our past, history of education certainly can serve a wide range of functions. These include explaining current educational phenomena, increasing our understanding of them by way of historical comparisons, and shedding light on problematic policies and practices of the past (for an overview, see Westberg, 2021). Marc Bloch was certainly correct when claiming that "[m]isunderstanding of the present is the inevitable consequence of ignorance of the past" (Bloch, 1954).

The social and cultural history of educational technologies raises important questions regarding the role of history of education research that will be discussed in the papers of this panel. First, this concerns the meaningfulness or relevance of investigations into such technologies in the past. What can our knowledge of citizenship technologies in the past tell us today? In the first paper of this panel, this question is discussed in terms of how history of education can make the familiar strange, and the strange familiar. Secondly, this concerns what technologies to use when making archives and digital collections relevant for students. In this panel, this question is addressed in the second paper dealing with a specific case: students that were asked to select a document and making an attractive podcast out of it. This article thus discusses a really interesting question: given the materiality of our educational past, how can we use that to actually make the history of education relevant, meaningful and attractive?

Thirdly, this panel reflects on what an applied history of education, which stresses its immediate relevance for current educational policy and practices, might imply. Using Knud Grue-Sørensen's distinction between history of education as technically-prescriptive research or philosophically-prescriptive research, the third paper examines important aspects of what happens when history of education research not only examines educational technologies, but also becomes part of them. This issue is further developed by the fourth paper. Starting from recent developments in US educational research, and initiatives taken by History of Education Quarterly, the authors discuss both lessons learned from the current efforts to make history of education relevant, but also offers insights in what might be the future of history of education research.

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#### *Presentations of the Panel*

### **Making the Familiar Strange and the Strange Familiar: Ideals of Citizenship in British Schools 1890s-1940s**

**Susannah Lisbet Wright**

Oxford Brookes University

This paper takes a broad view of technologies (as 'operative strategies utilised to promote particular educational outcomes in terms of knowledge and skills'). Not only educational professionals and policy makers, but 'outside' interests, used



such strategies, through the medium of the school, to reach and influence the children within them. By doing so schools were subject to 'pressure from without' (Hollis, 1974). Voluntary associations and pressure groups promoted their particular views of citizenship, which were not necessarily the majority ideal or the government-sanctioned ones of the national state. The Moral Instruction League (1897-1918) advocated for a secularist underpinning of individual morality and a secularist understanding of being a British citizen and the relation of the individual to the state. The League of Nations Union (1919-1939) promoted its vision of world citizenship, based on international understanding and centred on the League of Nations (Wright, 2017). Their technologies included written texts, the audio-visual, the demonstration lesson or the expert lecture, often introduced into ambiguous spaces and times outside of typical formal timetabled lessons. At another level the mechanisms, spaces, structures and personnel of the school became technologies utilised by these 'outsiders' too. I focus on the demonstration lesson and expert lecture as exemplars.

What are the implications of such an analysis for an applied history of education? Engaging with (typically non-historian) staff and students in a School of Education, I am in the situation where the 'rules of engagement' (Spencer 2018) of encounters between past and present and between disciplines can be difficult to discern. I do not assume direct comparisons of past and present, or that we can simply learn lessons from the past. My understanding of application centres on making the familiar strange, and the strange familiar. The historical example can trouble assumptions about the ways that ideologically-based 'outside' organisations work in the present, while showing continuities in schools' engagement with the technology of outside expertise. Schools continue to disseminate and inculcate not only ideals sanctioned by the state but those of other groups too. Visitors from ideologically based organisations continue to be invited into school. Yet they occupy an awkward position as welcomed guest and expert but also a disruption to 'normal' school knowledge, routines, and perhaps expectations of teacher authority and expertise.

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### **Listening to the Archive: Podcasts, Reaching Out and Teaching the History of Education**

**Pieter Verstraete, Sarah Van Ruyskensvelde**

KU Leuven

The faculty of psychology and educational sciences of the KU Leuven (Belgium) holds an impressive collection of historical documents related to psychology and educational sciences. These monographs, edited volumes, conference reports, and journals recently have been catalogued and are now searchable through the digital search engine of the KU Leuven (Limo). On top of this comes the fact that recently a digital scanner could be purchased by means of which parts of the collection are currently being digitalized in order to increase the accessibility of the archive even more. As a consequence of the increasing efforts to bring interested researchers and students literally to the historical collection, it became clear that one also should invest in activities that reach out towards a broader public. In other words: besides the archive's searchability and digital accessibility, it also needs a kind of visibility. In this presentation we'd like to reflect on a recent initiative taken. In the academic year 2021-2022 students of the master educational sciences were asked to select one document from the archival collection and turn it into an attractive podcast. The students needed to link the document to an ongoing educational debate, reach out themselves to different stakeholders and integrate parts of the interviews conducted in their podcasts. In this presentation we'd like to reflect on the different challenges and opportunities that were encountered throughout the process. These will be used in order to contribute to a more detailed understanding of what an applied history of education could/should consist of.

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## The Political Field as Object for and Requester of Education Historical Research

Mette Buchardt<sup>1</sup>, Christian Ydesen<sup>2</sup>

<sup>1</sup>Center for Education Policy Research, <sup>2</sup>Aalborg University

As historians of education, our object and point of departure is often state education meaning not only the development of state education systems and practices, but also how states use education as a technology for governing society and state-crafting. Among the central tasks for historians of education is hence the untangling of how societal quests for 'improvement' of policies and practices are harboured in the field of education, and what political interests that have shaped it and with which implications. Simultaneously, historians of education are increasingly met with demands about how to improve education; and even provide recommendations for policymakers. That is: history of education as part of educational technologies.

The scholarly ethos about improving society through education can be described as part of an educationalization process, i.e., that education is expected to provide answers to a host of social problems (Depaepe 2013; Tröhler 2013; 2016). In terms of research, the quest for improving society through education and education research can roughly be distinguished into two types. In the words of the first chair of so-called Theoretical Pedagogy in Denmark, Grue-Sørensen, one type can be described as technically-prescriptive research while the other type is philosophically-prescriptive research. The former is characterized by testing instruments and/or developing instruments for education. The latter by developing political and philosophical aims and purposes for education. But Grue-Sørensen also defined a third type; descriptive-analytical research aiming at describing patterns and explaining them, but not aiming to improve or change. Historical and sociological research in education has often found a home here.

From this outset, the question treated in this paper is how historians of education can find a balance between having the political field that governs education as a research object, and at the same time our requestors? Can history of education contribute to evaluate policy and politics and what are the methodological challenges if such a move is attempted?

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## The Role of Public Scholarship in History of Education

AJ Angulo<sup>1</sup>, Jack Schneider<sup>2</sup>

<sup>1</sup>University of Massachusetts Lowell, <sup>2</sup>UMass Lowell

In recent years, public scholarship has taken on new roles and new levels of significance across almost all academic disciplines. At least three forces appear to be driving this phenomenon: grant funding, tenure and promotion, and a cultural and technological shift in the distribution of new ideas.

Longstanding grant funding patterns in the natural sciences emphasizing direct applicability of research findings have begun to appear in the social sciences and humanities. Decades ago, government agencies like the National Science Foundation (US) began transitioning away from funding basic research and toward applied studies. This trend has informed such recent initiatives as the Public Scholars Program funded by the National Endowment for the Humanities (US). Along with funding trends toward the applied, a steady decline in financial support for public colleges and universities in the US has made grant funding an important part of the tenure and promotion process since the late twentieth century. This

incentive structure in higher education has put pressure on early and mid-career academics to establish research agendas amenable to applied grant funding requirements. In response to these two external forces, scholarly communities have experienced an internal cultural transformation—what can be described as a quest toward relevancy—accelerated by new media and technologies. This cultural and technological shift has coincided with public health controversies and eroding trust in academic knowledge, the expansion of misinformation on social media, and the financial challenges faced by traditional academic publishing outlets. Scholars have responded, in part, by increasing their engagement with the public.

This paper will examine the role of public scholarship in history of education. It will focus on specific disciplinary challenges historians face, including topic selection and the problem of presentistic bias, when writing on hotly debated public policies related to schools, colleges, and universities. Examples will be drawn from recent works showcasing a variety of calls for and approaches to public scholarship. The paper will also consider recent developments with History of Education Quarterly that were created with the express purpose of engaging a wider audience, including policy dialogues, podcasts, and a more visible social media presence. Collectively, the examples and developments discussed in this presentation aim to provide a series of lessons learned and possible pathways forward as we consider the future of education history.

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## **A6 01.1: Production and Circulation of Educational Objects**

*Session Chair:* **Alberto Barausse**, University of Molise

*Keywords:* School material culture; Scholastic furniture; History of Education

### **Artisan Gesture In Industrial Production: Historicizing The School Material Culture Of Paraná In The First Decade Of The 20th Century**

*O Gesto Artesão Na Produção Industrial: Historicizando A Cultura Material Escolar Paranaense Na Primeira Década Do Século XX*

**Gecia Aline Garcia**

Universidade Federal do Paraná, Brazil

*Abstract (in English):*

The objective of this article is to historicize the production of school furniture as a component of a language that has undergone an industrial character, but also artistic expressions. Thus, the space-time cut chosen begins with the work of

Pedro Rispoli, an Italian immigrant who, upon arriving in Brazil, made furniture for public education in Paraná from 1904 onwards, and ends in 1909, a period in which the its steam factory – Móveis Artísticos – gains national notoriety in the commercial and artistic scene. It is possible to infer that Rispoli’s creative process of manufacturing furniture involved a hybrid concept that took into account both the artisanal gesture - with artistic expressions - and industrial management in serial production. The repertoire of sources that make up this study are: iconographic sources; newspapers; reports from government agents; government correspondence and minutes of the Paranaense Masonic Museum. As theoretical contributions, we use Ulpiano T. Bezerra de Meneses (1994) to understand artifacts as vectors of relationships, Ines Dussel (2019) to understand artifacts as active objects and providers of experiences in the social fabric, Juri Meda (2015) to understand the analysis of artifacts not only as school objects, but also as industrial and consumer products and Michel de Certeau (2014) in understanding the historical functioning and the “Arts of Making”.

*Abstract (in Language of Presentation) :*

O objetivo deste artigo é historicizar a produção do mobiliário escolar enquanto componente de uma linguagem que passou por um feitiço industrial, mas também de expressões artísticas. Deste modo, o recorte espaço-temporal escolhido inicia-se com a atuação de Pedro Rispoli, um imigrante italiano que ao chegar ao Brasil, confeccionou móveis à instrução pública paranaense a partir de 1904, e encerra-se no ano de 1909 período em que a fábrica a vapor deste sujeito – O Mobiliário Artístico – ganha notoriedade em âmbito nacional no cenário comercial e artístico. É possível inferir que o processo criativo de confecção mobiliário por Rispoli envolveu um conceito híbrido que levou em consideração tanto o gesto artesão - com expressões artísticas - como o manejo industrial na produção em série. O repertório de fontes que compõe este estudo são: fontes iconográficas; jornais; relatórios dos agentes governamentais; correspondências governamentais e atas do Museu Maçônico Paranaense. Como aportes teóricos utilizamos Ulpiano T. Bezerra de Meneses (1994) para a compreensão dos artefatos como vetores de relações, Ines Dussel (2019) para a compreensão dos artefatos como objetos atuantes e proporcionadores de experiências na trama social, Juri Meda (2015) para a análise dos artefatos não só como objetos escolares, mas também como produtos industriais e de consumo e Michel de Certeau (2014) na compreensão da operação histórica e das “Artes do Fazer”.

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**Keywords:** Ettlingen Teacher Seminars, Turkish Students, Reproduction of Educational Technologies, Republican Era  
**Contributions of Germany Ettlingen Teacher School's to the Production, Reproduction and Circulation of Educational Technologies in the Republican Era.**

Seyma Aksoy<sup>1,2</sup>, Mustafa Gündüz<sup>1</sup>

<sup>1</sup>Yıldız Technical University, Turkey; <sup>2</sup>Bochum University, Germany

In this paper, the contributions of twenty Turkish students, who participated in the seminars of Germany Ettlingen Teacher School between 1918-1919, to the production, reproduction and circulation of educational technologies in the Republican era will be presented. As it is a historical research, education history method and terminology will be used. The data obtained by scanning literature and archives will be analysed and presented in the text of the paper. The main sources are Karlsruhe general state archive, Ettlingen city archive, and the related works of important people who participated in the seminars of Ettlingen Teacher School. İsmail Hakkı Tonguç (1893-1960), Mehmet Fuat Gündüzalp (1897-1979), Hıfzırrahman Raşit Öymen (1900-1979) and Nizamettin Kırşan (1900-1990), who participated in the special education program organized for the teachers of Ottoman State at Ettlingen Teacher School, are the important educators of the new established state and also influential in education policies.

İsmail Hakkı Tonguç (1893-1960), also known as the architect of the Village Institutes based on the job school, worked as an art and crafts teacher after his education in Germany. In the Village Institutes, on the other hand, he adopted methods that teach knowledge on the job. He pioneered the production, reproduction and circulation of educational objects and equipment used in culture lessons, agriculture lessons and technical lessons. Mehmet Fuat Gündüzalp (1897-1979) worked as a teacher in various schools after his return from Germany. He advocated the use of teaching tools and materials in schools. Hıfzırrahman Raşit Öymen (1900-1979) made significant contributions to Turkish educational life in the fields of "job in teaching and direct activity" in his professional life and administrative duties. Nizamettin Kırşan (1900-1990) adopted that teaching should be considered together with physical training. The educators and administrators mentioned, who participated in the 1918-1919 annual curriculum of Ettlingen Teacher School, were effective in the reproduction of the materials used in lessons in their own countries and the circulation in educational institutions. Education materials used in the curriculum such as natural sciences and applications, art and crafts education, physical education, and music may be given as examples. The educators, who participated in Ettlingen Teacher seminars, experienced the principles of learning by doing. They argued that in the understanding of education based on experimentation, observation and doing, educational objects are parts of education.

Germany has had a significant place in the application of sending students abroad since the Ottoman Tanzimat Period. In this context, twenty Turkish teachers, who were sent to Germany during the 1st World War, made important contributions to the production of educational technologies of the newly established state both as administrators and teachers. Here the contribution of the Ettlingen Teacher seminars to the production, reproduction and circulation of educational objects in the young Republic is of significance.

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*Keywords:* Children's literature; History of education; Transmedial adaptation; Mediafiction; Movie Storytelling

## **The Imaginary Child. Children's Mediafiction Adaptations on Screen**

Maria Teresa Trisciuzzi

Free University of Bozen, Italy

The world is mirrored on the cinema screen, and cinema no longer offers the viewer's attentive gaze only its reflection, but that of the human spirit. Films projected all over the world, inside and outside our homes, offer *junk-cinema* (with contents created at the table, just to respond to economic logic) or *deep-cinema*, also called psychic cinema (Epstein, 2002), leading the spectator through real mental laboratories. Today, in addition to talking about *transmedial adaptation* (Hermansson, 2019), it can be said that the adaptation of children's literature to film, in particular *metafiction*, poses intriguing challenges to both filmmakers and scholars, not only to go beyond the fidelity of the story, but also to consider the complex relationship between authors and readers/viewers in the formation that passes through images (Malavasi, Polenghi, Rivoltella, 2005). Starting from the principle that film can narrate the moment when three imaginaries come together – the one conveyed by the novel, the one embedded in the film and the one activated in the viewer (Epstein, 2002; Morin, 2016; Trisciuzzi, 2019) – it will not only analyse how the film production depicting the world of childhood, from the novel to the film that represents it, is now part of our vision of reality (Kümmerling-Maibauer, 1995; Stephens, McCallum, 1998; Mackey, 2002; Boero, 2008; Lefebvre, 2012; Schmerer, 2012). The use of images leads to the analysis of the relationship between *verbal text* and *visual text*, to understand the educational implications through the processes of signification. The need to critically elaborate a "*grammar*" of *visual texts* is outlined (Hirlinger-Fuchs, 2001; Rau, 2009; Salisbury M., Styles M., 2012; Evans, 2015; Polenghi, 2018) to address the complexity of the image reading process.

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## A6 01.2: Travelling of Educational Objects

Session Chair: **Luís Grosso Correia**, University of Porto

Keywords: Pedagogy, Pedagogical Culture, School Library

### **Pedagogy At Normal School: Circulation Of Foreign Books In The Constitution Of Pedagogical Culture (1896-1953)**

*A Pedagogia Na Escola Normal: Circulação De Livros Estrangeiros Na Constituição Da Cultura Pedagógica (1896-1953)*

Ana Clara Bortoleto Nery

São Paulo State University, Brazil

#### *Abstract (in English):*

In the model adopted in the state of São Paulo, the school library of the Normal Schools was constituted as a place for learning and reading practices for normal students. In the analyzed collection, there is a strong presence of foreign books on Pedagogy that were added to the library, especially until the 1920s. Analyzing the circulation of foreign books in the library collection is a way to understand the constitution of pedagogical culture in teacher education. Given the complexity, it is a great challenge. To think about this pedagogical culture in a centenary institution is an even greater challenge. Therefore, I propose in this communication to analyze the books present in the library of the Normal School of Piracicaba, books of foreign origin, defining a specific theme in a temporal cut. The chosen subject is Pedagogy and the chosen objects are the books that contain this subject. The clipping is done by the library creation until the start of the work of a specialized librarian. To take a library as an object of study means focusing on the material marks resulting from reader training policies; on the strategies that engendered the composition of professional knowledge in the teaching profession, including or excluding references, authors, literary genres and print editorial modalities; as well as on the privileged reading models in the process of training new readers under their responsibility. Professional libraries were assigned the functions of guarding fundamental knowledge in the professional field. And yet, the role of instrument for research and training of professional practices that would legitimize the professional body formed under its care. Successive educational policies for teacher training in the state of São Paulo did not serve the school library. This situation made it possible for the books to enter the collection in multiple ways. Book donations were the main way of acquiring books. Foreign books occupy a significant place in the pedagogical culture. They enabled the teachers of the Normal School and the students to get to know the pedagogical ideas that trained teachers in other countries. The selected books were originally published in Spain, Argentina, United States, France and Portugal. This communication analyzes the ideas present in books by foreign authors. It seeks to explain the affiliation or not of the authors to the prescribed pedagogies. It seeks to answer the following questions about the definition of Pedagogy; the role exercised by the authors in the educational field; indication of prescription and indications of the uses of books.

#### *Abstract (in Language of Presentation) :*

A biblioteca escolar das Escolas Normais se constituiu, no modelo adotado no estado de São Paulo, como local de aprendizagem e de práticas de leitura dos alunos normalistas. No acervo analisado, há a forte presença de livros estrangeiros sobre Pedagogia que foram agregados à biblioteca sobretudo até a década de 1920. Analisar circulação de livros estrangeiros no acervo bibliotecal é caminho para compreender a constituição da cultura pedagógica na formação de professores. Dada a complexidade é um grande desafio. Pensar esta cultura pedagógica numa instituição centenária é uma desafio maior ainda. Para enfrentar tal desafio, proponho nesta comunicação analisar os livros presentes na biblioteca da Escola Normal de Piracicaba, de origem estrangeira, definindo uma temática específica num recorte temporal. A temática eleita é a Pedagogia e os objetos eleitos são os livros que contém esta temática, publicados no exterior ou traduzidos no Brasil. O recorte é feito pela criação da biblioteca (1896) até o momento que marca, a entrada de um bibliotecário especializado na biblioteca. Tomar uma biblioteca como objeto de estudo, e no caso uma biblioteca para a formação profissional, significa se debruçar sobre as marcas materiais resultantes das políticas de formação do leitor ao longo do tempo; sobre as estratégias que engendraram a composição dos saberes profissionais do magistério, incluindo ou excluindo referências, autores, gêneros literários e modalidades editoriais de impressos; assim como sobre os modelos de leitura privilegiados no processo de formação dos novos leitores sob sua responsabilidade. Às bibliotecas profissionais foram atribuídas as funções de instrumento de guarda dos saberes fundamentais do campo profissional a que se refere e instrumento de pesquisa e formação das práticas profissionais que legitimariam o corpo profissional formado sob seus auspícios. Pela precariedade das sucessivas políticas educacionais para formação de professores no estado de São Paulo, no que diz respeito à biblioteca escolar, possibilitaram as múltiplas formas de entrada dos livros no acervo. A maior fonte de entrada dos livros foi por meio das doações. Os livros estrangeiros ocupam um lugar significativo na cultura pedagógica: possibilitava aos professores da Escola Normal e aos alunos entrarem em contato com as ideias presentes nas escolas congêneres de outros países. Os livros eleitos foram originalmente publicados na Espanha, Argentina, Estados Unidos,

França e Portugal. Esta comunicação analisa as ideias presentes nos livros de autores estrangeiros, procurando explicitar a filiação ou não dos mesmos às pedagogias prescrita pela oficialidade. Procura responder as seguintes questões: a definição de Pedagogia; função exercida pelos autores no campo educacional; se há indícios de usos dos livros; e, por fim, se os livros eram indicados pelas orientações oficiais.

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*Keywords:* Kindergarten, Japan, Froebel, Politics, Howe

### **Froebelian Technologies Under Political Stress: The Case of Meiji Japan**

Roberta Wollons

University of Massachusetts Boston, United States of America

The transformation of the kindergarten in Japan is a case study in the international diffusion of educational technologies, confronted by a new regime intent on revising those technologies to impose nationalistic and ideological goals. This paper will argue that educational technologies, deeply imbued with cultural meaning, could not be simplistically overlaid on a new political environment nor passively accepted. Japan is an example of accepting and then transforming a western imported technology to meet its own political and social needs.

When American missionary Annie Howe went to Japan in 1889, she brought with her the material technologies for starting a Froebelian kindergarten and teacher training school. These included Froebel's "gifts and occupations," in the form of wood blocks and various hands-on objects. She also brought his books, *Motherplay and Nursery Songs* and other training



manuals, which she had translated into Japanese. The original illustrations were images of German children in German gardens and homes, surrounded by the objects of a German household. Howe was committed to the strict Froebelian pedagogy and the Christian moral lessons they embodied, however, to be effective the images had to be familiar to a Japanese child and parent. Thus, she had woodblock prints made of the German pictorial lessons recast in a Japanese setting. (Example below.) Howe went on to build kindergartens and a teacher training school until 1899 when a government rescript banned the teaching of Christianity, decimating missionary schools throughout the country. During the period 1880s through the end of the 1890s, Japan went through a period of welcoming Western learning and modern technologies, both material and figurative, only to turn inward by the late 1890s, rejecting Christianity and western individualistic education, which they saw as antithetical to the development of a Japanese national identity. While it was Howe's intention that the reformulated images would *not* transform the fundamental Froebelian pedagogy and Christian moral lessons, it became increasingly imperative that these artifacts of western culture be recast into a Japanese moral system that was nationalistic and Confucian, rather than western and Christian. The effort to shroud Christianity in Japanese attire did not escape Japanese teachers who rejected the western ideologies and took over the education of children, transforming the kindergarten into a Japanese institution teaching the lessons of loyalty to family and the emperor, and preparation for first grade. Images of the emperor decorated the kindergarten walls replacing Christian iconography in the missionary schools.

With Christianity banned, so too were the symbols, moral lessons, and western ideas of individualism and autonomy that accompanied western Protestantism. Under the new Meiji government, western technologies, including educational materials and systems adopted from America, Germany, and France, were wholeheartedly embraced while their meaning was discarded in favor of the new hierarchical nationalism that sought modernization on its own terms. In this way, Japan is an ideal study in the international adoption, nationalization, and reimagining of educational technologies.

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*Keywords:* Montessori Children's Houses, Montessori learning materials, Material History, Education Technologies, Active School

## **Exploring The History Of Montessori Materials: A Century Of Production In Gonzaga, From The Handcrafted Carpentry To The Global Manufacturing**

Letterio Todaro

University of Catania, Italy

Looking at the historical fortunes of the Montessori method, it is quite well-known that the secret of its great success was due to the development of special tools used as learning materials. Actually, in the refined investigation dedicated to the construction of learning materials, the Montessori approach to children's education has been largely recognized as a brilliant way of handling a developmental plan for mental progress, regulated by scientific criteria. Quoting a famous sentence by Dr. Montessori: «The hand is the instrument of intelligence. The child needs to manipulate objects and to

gain experience by touching and handling». Encouraged by the brilliant results gained in the special education for psychotic children thanks to the use of Seguin' materials, a great challenge for Montessori's education had to be related with the study and the realization of suitable learning materials for a wider children's education.

On the other hand, looking at Montessori's biography, it is also well known to what extent the support firstly given by some distinguished and wealthy mistresses, just like for example Maria Maraini Guerrieri Gonzaga, contributed to her success. Particularly, the close relationship to 'donna Maraini' and the hospitality Montessori received at her aristocrat estate of Palidano castle, Gonzaga, (Italy), was very significant for the opportunity to perform the study and the realization of the large collection of learning materials used in the Children Houses. Actually, thanks to the interest developed by 'donna Maraini', during one of her stay in Gonzaga, Montessori had the chance to be introduced to some master woodworkers whose workshops were located by the main square of the city. Therefore, the carpenter shop by Ernesto Bassoli in Gonzaga was one of the first workshops destined to associate the tag of their company with the distinctive recognition of being an 'official' Montessori material producer. Since the early times of the amazing rise of Montessori's success, Gonzaga was called to play a relevant role as a 'material' source of that success, as the artisans and masters firstly working for the production of Montessori materials were the real pioneers of an activity destined to survive up to the current times. The presentation aims at retracing this historical path, taking advantage of the special records and documents stored at the Memo-Museo Montessori, that hosts a permanent exhibition of Montessori materials in the central department of the "Gonzagarredi" company in Gonzaga. In so far, the presentation also aims at suggesting the existence of 'educational' links between the past and the present, focused on the surprising story of the Montessori materials and on its relevant dimension.

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## **A0 02.1: COVID-19 and Public History: A Critical Take on the Silences of Web Archives and the Silencing of COVID-19 Experiences**

**Karin Priem<sup>1</sup>, Fanny Isensee<sup>2</sup>, Ami Kobayashi<sup>3</sup>, Rafaela Silva Rabelo<sup>4</sup>, Lilli Riettiens<sup>5</sup>, Daniel Töpfer<sup>2</sup>**

<sup>1</sup>University of Luxembourg, Luxembourg; <sup>2</sup>Humboldt University, Berlin; <sup>3</sup>University Koblenz-Landau; <sup>4</sup>Ibarapuera University; <sup>5</sup>University of Cologne

Web Archives provide digitized historical sources and are therefore often dependent on community responses. However, their structure is based on various decisions made by designers and those who initiated an archive. While archives have been critically discussed as gatekeepers for quite some time (not only) in the history of education, in the digital present web archives and their structure make reflections on producing silences all the more necessary. This panel invites for critical debate on digital COVID-19 archives by addressing a variety of silences that may impact on our future work as historians of education.

(1) In a first step the designers of the ISCHE Education & Pandemics Archive (CALIBRO, Milan) will present issues of web design. In doing so, they address questions about which decisions are at stake when creating the different layers of a web archive. This includes questions on design, themes and keywords and how these different elements interact with each other and determine the content provided to users.

(2) In a second step Mark Tebeau, Professor of Public History at Arizona State University, presents a paper on 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 his paper "A Silent Pandemic: Confronting Archival Silences in Covid-19 Archives" he explores how silence is being created in COVID-19 archives — especially in the digital archive *A Journal of a Plague Year: An Archive of Covid-19*. Thereby, he will consider several ways how silences have developed: silences produced by inequalities — both those related to social power (race and class), but also access to technology; silences produced by the curatorial process (how does the metadata itself encourage silence); silences produced by the normalization of the pandemic (and through Covid-19 becoming endemic); and finally, silences produced by our unwillingness to confront and/or reveal personal pain and trauma.

(3) In a third step this panel will initiate a discussion on how students and academics have dealt and continue to deal with the effects of the pandemic and its aftermath. This part will feature a short input consisting of some personal perspectives on how members of the university have dealt with the struggles of the pandemic. Thereby, we are interested in how we could collect memories and experiences (e.g., in archives) and how institutions in different contexts have reacted to these new struggles. Other input is welcome, and this panel might be a start for future exchanges about pandemics, their silences and effects to be continued over time.

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## A1 02.1: SYMPOSIUM

### The Image Of The Others. 'Otherness' And 'Normality' In School Textbooks

#### PART 2

*Keywords:* Textbooks; Otherness; Minorities;

*Chair(s):* **Francesco Pongiluppi** (University of Turin)

*Discussant(s):* **Paolo Bianchini** (University of Turin)

*Presentations of the Panel*

#### **Changes and continuities in textbooks of Italian schools in Buenos Aires (1867-1940)**

**Paula Alejandra Serrao**

University of Turin

In the last decades several researches in the educational and migratory field have studied the characteristics of textbooks used in Italian schools abroad, especially during the Fascist period, pointing out their important role in the transmission of patriotic and political messages (Barausse 2016, Luatti, 2017, Luchese 2017, Panizzolo, 2019, Pretelli 2012). However, we still know little about its presence and use in Italian schools in Argentina, one of the main destinations of the peninsular emigration. Since the only references on the subject concern the province of Santa Fé (Frid, 1988), this study focuses on the schools of Buenos Aires which were founded by Italian associations of mutual aid during the second half of the nineteenth century. The broad chronological span of the work allows us to analyze the changes and continuities in these books, from the creation of the first libraries of the mutual associations in the nineteenth century, intended for members and students, to the gradual "fascistization" of textbooks (Aliano, 2012). These discontinuities are interpreted in light of the complex articulation between the educational policies of the Argentine State, the Italian State and the mutual associations, which promoted or censored the use of certain textbooks according to their respective socio-educational projects and their representations of the emigrants and the host nation. The tensions generated and some uses of the textbooks are reconstructed through a collection of documents that include school reports, periodicals, photographs, and various teaching resources.

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#### **The Discourse of Nation-State And The Representation Of National Minorities Within Textbooks For Italian Schools Abroad**

**Francesco Pongiluppi**

University of Turin

It is well known how textbooks are, and have always been, a precious pedagogical tool for the nation-state discourse, as they play an important role in fostering new or renewed national identities. That being said, how are cultural attitudes

towards languages, religion and ethnicity expressed in school textbooks? This research aims at analyzing manuals and other teaching tools published for the Italian schools abroad, in order to examine how the articulation of the discourse of nation-state has defined the ideal society, the ethnic diversity and the image of the “defeated” groups in the past. The goal of the research is, therefore, to investigate the representation of the above-mentioned categories in school textbooks during the rise of nationalism and colonialism between the end of the Nineteenth century and the beginning of the Twentieth century. The portrayal of various national groups expressed in the textbooks reflects all the complex political relations as well as the tensions between the State and other countries. In this context, it is interesting to see how textbooks reproduced class inequality and transmitted the idea of collective identity in a very particular context, such as the migratory one: it is the case of the Italian school system abroad, in which the Italian migrants have often found not only an educational structure, but also a space of political indoctrination.

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## **Representations Of Women And Gender In History Textbooks In Brazil In The Late 19th And Early 20th Centuries**

**Angela Ribeiro Ferreira**

State University of Ponta Grossa, Paraná, Brazil

In Brazil, in recent decades studies on representations have proved to be important forms of research on central issues on identity and otherness, having received a strong influx from the gender field. Such studies indicate the need to deepen investigations about the images and representations that circulate in schools, published especially by schoolbooks. The research is included in these concerns by selecting and investigating the theme of women’s history and their representations in Brazilian didactic historiography, especially among female authors. The paper presents an analysis of the didactic production of History, between the end of the 19th and early 20th centuries, to discuss the intersections between authorship, gender, and representations of women. The study was concerned with considering the extent to which the women’s theme was introduced or not in texts and images, and to verify changes and permanence in conceptions and ideas about women, and power relations between the sexes as a social product.

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## Discourses And Representations About Civilization-Barbarism: The Image Of The other And Otherness In Colombian School Textbooks

Luis Alfonso Alarcón Meneses

Universidad del Atlántico, Colombia

During the first half of the 20th century, the school manuals, as the written press, reached an important political significance. In effect, they could influence Colombian society. As we realize, school texts, especially those of history and social sciences, became for the time an overriding political mechanism that influenced the Colombian population from the school context until it encouraged the passions and political feelings of those who provoked the violence in the first half of the 20th century. Likewise, the discourses and representations about civilization and barbarism influenced the modeling of the image of others, as well as the search for homogeneity dreamed of by the Andean elite, the same that considered the Indian, the black, the mulatto, and the mestizo like the different ones, that is, the inferiors and «barbarians from the hot land» whose role in national history was not recognized and who needed to «civilize». In this sense, some Colombian school texts from the first half of the 20th century contributed to the construction of imaginaries and representations of the less favored sectors of Colombian society, who, considering them different, were identified as inferior. Which is a clear example of how the image of the other presents in the school texts denied the difference (otherness), and at the same time that tried through a patriotic discourse to homogenize the Colombian population around Andean values and culture, that we can consider as normality.

And as some theorists indicate, as it is Todorov's viewpoint "*Within states themselves, heterogeneity has been crushed in the name of these same (pseudo) universal ideals. [...] The good of today is not of yesterday, and each one is barbarian in the eyes of his neighbor*" (Todorov, 2013). In conclusion, it would be advantageous to investigate the presence of discourse and representations about otherness-otherness in school textbooks, the educational newspapers, and other publications used in Colombian schools during the first half of the 20th century, for which a heuristic work will initially be carried out of identification, analysis, and systematization of sources, the same that will serve as input for the assembly of a virtual exhibition on the subject.

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## A1 02.2: Material Histories of School Objects

Session Chair: **Michèle Florence Hofmann**, University of Zurich

*Keywords:* Technical institute; Italy; XIX Century; sciences didactic; material history of school

### **Subjects of science: Scientific Materials and Tools for Teaching of Costa School in Lecce at the End of XIX Century**

*Choses de Sciences : Matériel Scientifique et Instruments Pour la Didactique de l' ITC de Lecce à la Fin du XIX Siècle*

**Anna Maria Colaci**

The University of Salento, Italy

#### *Abstract (in English):*

In Italy, technical institutes - born to educate youngsters to job or art, with the aim to improve and disseminate knowledge useful to the improvement of factories and professions -, within the Casati law of 1859, represent an alternative for those who were not propense to lyceum or could not enrol because of their economic status, available in almost every county main town. The present study aims to examine documentation stored in the State Archive of Lecce, Apulia, about the foundation and activity of the technical institute "Costa" in Lecce, with its related courses: physics and mathematics, trade and accounting; with the preparatory works starting in 1884. Management and organization of the technical institutes, after Italy's unification (1861), was entrusted to the Ministry of Agriculture, Industry and Trade, because of their practical orientation, but since 1878 they were back under the authority of the Ministry of Education, assuming the features of the lyceum, with a more technical-scientific education. Technical institutes, for their very nature, have always used didactical items and essential materials for laboratories and practical teaching. The present research used the archive findings about tools and materials used in the cabinets of the technical institute in Lecce and the books available for students in the local library. Through the research we aimed at witnessing the presence and the utilization of objects propaedeutic to the teaching of scientific subjects, such as chemistry, physics and biology (more specifically, we referred to telescopes, microscopes, stuffed animals for the classes of sciences, minerals and substances for the chemistry laboratory). The examination of the archive let us verify what and how many items were purchased by the institute during nearly ten years of teaching activity, being the examined file dating back to the decade 1886-1895. The provenience of the materials has also been tracked with the support of orders and invoices to those firms, local and national, that produced such instruments. The research has the final scope to compare on a national and international level the re-discovery of the historical educational heritage through a quantitative and qualitative analysis of the scientific, technological and didactical materials and goods and their educational memory.

#### *Abstract (in Language of Presentation) :*

En Italie, les écoles techniques, nées pour former les jeunes pour une profession spécifique ou pour un art, ayant pour but de voir l'enseignement nécessaire au perfectionnement des usines, des industries et métiers se développer et se divulguer, représentent depuis la Loi Casati (1859, une loi qui encadre l'école italienne jusqu'en 1923), une alternative pour ceux qui n'étaient pas aptes à fréquenter les lycées à cause de conditions économiques défavorisées des familles, de telles écoles étaient présentes dans les plus importants chefs-lieux de la région. Cette étude propose d'analyser les documents concernant la fondation de l'école dont les travaux ont débuté en 1884 et les activités de l'ITC Costa de Lecce, ainsi que ses orientations en matière de physique, de mathématiques, de commerce et de comptabilité, conservés auprès des Archives d'Etat de Lecce, situées à Lecce, région au sud de l'Italie. La gestion et l'organisation des écoles techniques fut confiée, suite à l'Unité d'Italie en 1861, à part entière, au Ministère de l'Agriculture, de l'Industrie et du Commerce, pour leurs orientations pratiques. Cependant, en 1878, la gestion de ces écoles revint de façon définitive sous la direction du Ministère de l'Education. Cette nouvelle gestion poussa ces écoles vers une formation de plus en plus semblable à celle des lycées, fondée sur des matières techniques et scientifiques. Les écoles techniques, par nature et orientation scientifique, ont depuis toujours utilisé des objets et du matériel didactique indispensables dans les laboratoires et pour les travaux pratiques et techniques. Pour cette étude, nous utiliserons les documents d'archives qui concernent les instruments, le matériel scientifique et didactique adoptés par l'école technique de Lecce et les manuels à disposition des élèves qui se trouvent dans la bibliothèque interne. La recherche vise à une reconstruction historique de la présence et de l'utilisation d'objets et d'instruments nécessaires à l'enseignement des matières scientifiques : chimie, physique, biologie (en particulier l'attention aux instruments technologiques : télescopes, microscopes, animaux empaillés, utilisés comme support à la didactique pour le laboratoire de sciences, ainsi que des minéraux et des substances chimiques pour le laboratoire de chimie). L'examen attentif du matériel archivé permettra de vérifier quels instruments et en quelle mesure ils furent acquis par l'école entre 1886 et 1895, années prises en considération dans cette étude. De plus, nous tiendrons compte de la provenance du matériel scolaire utilisé dans cette école, à travers les commandes et les factures destinées aux entreprises locales et nationales productrices de ces instruments. L'objectif final de cette recherche est la comparaison dans le panorama des études nationales et internationales dans le champ de la redécouverte du patrimoine historico-éducatif et des biens matériels dans le secteur éducatif, en effectuant une analyse quantitative et qualitative des biens objectifs, scientifiques, technologiques, naturalistes et didactiques et de leur mémoire éducative.

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*Keywords:* vocational education, missionary education, colonial Algeria, women's material culture, handicraft  
**The Loom At School: A Material History Of Handicraft Education In Colonial Algeria (1870s-1950s)**  
*Sur Les Bancs Du Métier À Tisser : Une Histoire Matérielle De L'Enseignement Artisanal En Algérie Coloniale (Années 1870-1950)*

Méline Joyeux

Aix-Marseille Univ., CNRS, TELEMMe, Aix-en-Provence, France

## Abstract (in English):

Based on a PhD dissertation currently in preparation, this paper focuses on the history of the loom and its pedagogical uses in technical and vocational education of Algerian girls and women during the colonial era. While French authorities were reluctant to promote schooling for Muslim girls, the catholic congregation of the Missionary Sisters of Our Lady of Africa («White Sisters») developed practical teaching in Kabylia and the Sahara since the 1870s. The loom was used as both an educational technology and a working tool in their trade schools (called *écoles-ouvrirs*), centres of technical training and handicraft production of woven carpets and bed linens.

And yet, the few studies on secular workhouses in Algeria (Clancy-Smith, 1999; Rogers, 2013) and missionary workhouses in Africa (Soumille, 2000; Bobin, 2003; Bondaz, 2019) were not always concerned with material history. Work on women's material culture in the textile field paid attention to sewing tools (Parker, 1984; Beaudry, 2006; Goggin & Tobin, 2009), but rarely in a colonial (Arnold, 2013) and educational context. Weaving has been mentioned more sparingly (Bakalti, 2000; Fortin, 2019). The history of education in the French empire (including missionary education) has been widely renewed since the 2000s (Barthélémy, 2010; Curtis, 2010). But technical and vocational education remains on the margins of this field, despite a few recent articles (Lembré, 2017; Rogers, 2017; Turiano, 2017).

The paper aims to examine the different types of loom used by the White Sisters, the way they obtained them and how they evolved, from the perspective of a history of techniques. Their main issue is to modernise the traditional «Arab looms» and to get indigenous women to work on more sophisticated «European looms». Then, the paper addresses the way the sisters trained themselves in weaving techniques, learning both from indigenous women and from the circulation of knowledge between missionary stations. It also analyses the educational technology used to teach these craft skills to student-workers: the limited number of looms and the coexistence of various models require differentiated pedagogical

practices, inspired by mutual principles. Beyond the transmission of technical knowledge, the loom also aims to domesticate bodies and souls (Abrous & Claudot-Hawad, 2017). It is thus part of the apostolic and colonial project, by instilling gendered work ethics and gestures as well as racial stereotypes on indigenous crafts and cultures.

This work is based on the White Sisters' private archives held in Rome (diaries, inventories, correspondence, documentation gathered or produced by the sisters), which bring out to light missionaries' material and pedagogical concerns; while their photographs reveal technical aspects and concrete teaching situations (Allender *et al.*, 2021). Ethnographic literature completes the corpus (Illio, 1937; Bel, 1939; Chantréaux, 1941).

*Abstract (in Language of Presentation) :*

Cette communication, issue d'une thèse en préparation, s'intéresse à l'histoire du métier à tisser et de ses usages pédagogiques dans l'enseignement technique et professionnel dispensé aux Algériennes pendant la période coloniale. Alors que les autorités françaises tardent à développer la scolarisation des filles musulmanes, les Sœurs missionnaires de Notre-Dame d'Afrique (« Sœurs blanches ») misent dès les années 1870 sur un enseignement pratique qui leur est destiné. À la fois technologie éducative et outil de travail, le métier à tisser est au cœur de leurs écoles-ouvroirs de tissage – centres de formation technique et de production artisanale – en Kabylie et au Sahara. Or, les études consacrées aux ouvroirs laïcs en Algérie (Clancy-Smith, 1999 ; Rogers, 2013) et missionnaires en Afrique (Soumille, 2000 ; Bobin, 2003 ; Bondaz, 2019) ne les ont pas abordés au prisme d'une histoire des objets. Par ailleurs, les travaux sur la culture matérielle des femmes dans le domaine textile se sont concentrés sur les instruments de couture (Parker, 1984 ; Beaudry, 2006 ; Goggin & Tobin, 2009), mais rarement dans un contexte colonial (Arnold, 2013) et éducatif. Le tissage a fait l'objet de mentions plus éparpillées (Bakalti, 2000 ; Fortin, 2019). Malgré quelques articles récents (Lembré, 2017; Rogers, 2017; Turiano, 2017), les filières techniques et professionnelles en Afrique du Nord demeurent le parent pauvre d'une histoire de l'enseignement dans l'empire français (y compris l'enseignement missionnaire) largement renouvelée depuis les années 2000 (Barthélémy, 2010; Curtis, 2010).

La communication étudie d'abord, sous l'angle de l'histoire des techniques, les différents types de métiers utilisés par les Sœurs blanches, la façon dont elles se les procurent et dont ils évoluent. L'enjeu principal est la modernisation des « métiers arabes » et la familiarisation progressive des femmes autochtones avec des « métiers européens » plus perfectionnés. Le papier aborde ensuite la façon dont les Sœurs se forment aux différentes techniques de tissage, apprenant des femmes autochtones et de la circulation des savoirs entre postes missionnaires. Il analyse aussi la technologie éducative mise en œuvre pour enseigner ces savoir-faire artisanaux aux élèves-ouvrières : le nombre limité de métiers et la coexistence de différents modèles conditionnent des pratiques pédagogiques différenciées, inspirées de principes mutuels. Enfin, au-delà de la transmission de techniques, le métier à tisser peut être le vecteur d'une domestication des corps et des âmes (Abrous & Claudot-Hawad, 2017) inscrite dans le projet apostolique et colonial, en inculquant une éthique et des gestes du travail genrés ainsi que des représentations raciales sur les cultures et les artisanats autochtones. Ce travail se fonde sur les archives de la congrégation (diaries, inventaires, correspondance, documentation rassemblée ou produite par les Sœurs blanches), où transparaissent les préoccupations matérielles et pédagogiques des missionnaires. Les sources photographiques permettent de documenter les aspects techniques et les situations d'enseignement (Allender *et al.*, 2021). La littérature ethnographique complète le corpus (Illio, 1937 ; Bel, 1939 ; Chantréaux, 1941).

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*Keywords:* Collections, Jesuits, secondary school, 19th and 20th century, natural sciences  
**Collections in Hungarian Jesuit Secondary Grammar Schools in the 19th and 20th Century**  
 Magdolna Rébay  
 University of Debrecen, Hungary

In the course of this presentation, the author introduces the collections of two Hungarian Jesuit secondary schools: the secondary grammar school at Kalocsa, inaugurated in 1860, and the secondary grammar school at Pécs, established in 1912. The author researches: 1. the subjects that the formal collections were created to facilitate teaching; 2. the manner in which these collections accumulated; 3. how the collections were used; 4. their fate following these two institutions' state appropriation (1948). The annually published school reports provided the main sources of this research; in addition, the two institutions' photo archive was also processed. As a method, historic document analysis was applied. The value of teaching natural sciences was amplified in the course of the 19<sup>th</sup> century, primarily in its second half, as a result of the industrial modernisation. (In other European countries, similar processes took place [cf. McCulloch, 1987; Zott, 2007]) On the one hand, natural scientific expertise became a part of general knowledge, and on the other hand, secondary grammar schools had to assume the preparation for technical, natural scientific, and medical academic studies, as well. Thus, a number of natural scientific subjects were taught on an obligatory basis (natural history, physics, chemistry, geography). Studying these subjects was facilitated by the collections, which were created, similarly to other schools, also in the two grammar schools under discussion – besides the collections of humanities such as the historical one. The mineral collection was the most outstanding one in the Kalocsa secondary grammar school, but its animal and plant collection also burgeoned. The Pécs secondary grammar school's entomology collection could be considered nationally significant. Behind these outstanding collections stood one or other Jesuit teachers (Mike Tóth SJ, János Thalhammer SJ, Ferenc Speiser SJ), who were driven, besides the aim of teaching, by the desire of scientific understanding. Among the Jesuits in Hungary, just as in other countries, the interest in natural sciences escalated (cf. Udiás, 2019). The collections grew during the study tours announced for students, in the course of the curators' acquisition excursions, and also as a result of donations. Following the state appropriation, the material of the Kalocsa caches was dispersed, the natural history collection of Pécs was transferred to Budapest, into the Natural History Museum. The majority of this collection was destroyed in the 1956 revolution.

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**A2 02.1: PREFORMED PANEL**  
**Educating to criticize society and capitalism?**  
**Pedagogical settings, technologies and knowledge practices in Switzerland**  
**and German Democratic Republic (GDR) 1960-1980**

*Keywords:* group-dynamic settings, record formats (and devices), video laboratories, 1960s and 1980s, Switzerland and GDR

*Chair(s):* **Sabine Reh** (Humboldt University Berlin)

*Discussant(s):* **Tomáš Kasper** (Technical University of Liberec)

From a Western perspective, the 1960s and 1970s in the history of education are often associated with progress, change, and pedagogical and methodological reorientations. During the Cold War and against the backdrop of crisis-like threat scenarios, educational reforms in West Germany and Switzerland led to an expansion of education on all levels as well as educational planning and research. The GDR faced the need for well-educated specialists with the concept of poly-technic education in a uniform type of school. While anti-state, anti-capitalist and partly anti-academic social criticism in Western Europe was directed against pervasive school instruction and the functional treatment of people as commodities, the leadership in the GDR visibly intensified its efforts to make schools produce “socialist”, broadly educated personalities and thus to meet sociopolitical requirements. In both the West and the East it became apparent that the social integration of young people through school was becoming more difficult and autonomy and commitment were lacking. Western criticism of schools and society aimed at reducing authority, e.g. in public educational institutions, but also in the family had no counterpart in the GDR, where authority structures nevertheless underwent a lasting shift in the 1980s.

In this panel, contributions will examine case studies from both the GDR and Switzerland to explore the different ways in which Eastern and Western school and non-school educational settings such as teacher education and social movements debated and practiced pedagogical-technological approaches, models and methods which referred to educational expansion, associated educational reforms and stabilizations of school-reform. Of particular interest here is the source-based exploration of different pedagogical settings being paradoxically entangled with each other. In so doing (1) approaches, technologies, and models get into view which, for example, attempted to combine – explicitly or implicitly – anti-authoritarian school critique and demands for science orientation. In German-speaking Switzerland, this was done in group-dynamic settings and trainings favored in the left-alternative scene, such as advanced training courses on a teacher behavior that fosters social integration. Their psychologizing practices implied that people had to change themselves and their attitudes before starting to improve society. Furthermore, (2) the increasing use of entertainment technologies by young people, e.g., video cameras, records, and cassettes, will be addressed in connection with their didactic appropriation by “student-centered” pedagogy. Similarly, (3) video laboratories in GDR teacher education will be examined as pedagogical settings in which modern techniques and technologies were used – by means of multidimensional learning and “self-confrontation” – to achieve effective tuition in the sense of “all-round socialist personality formation” by controlling teachers’ behavior.

As a whole, the panel will examine the circulation of various forms of knowledge which referred to internally and externally generated criticism of the educational system and became the impetus for seemingly newly discovered pedagogical technologies. From a praxeological and knowledge-historical perspective, it is assumed that it will be possible to detect numerous entanglements which were able to circulate even across Cold War boundaries through mutual observation and reference. Without completely denying existing differences, an overly ideal-typical perspective on separate camps and developments in the history of education policy is thus to be supplemented and overcome. The case studies address the ways in which contemporaries perceived themselves and situations. They will also analyze the settings and knowledge practices in their individual contexts based on serial sources (annual reports, journal articles), records from public educational institutions, and pedagogical writings. It will be discussed how the simultaneity of settings, methods and technologies created different and disparate demands, which involved individual protagonists and groups differently and produced a controversial mixture of control fantasies, educational euphoria, belief in progress and educational and social criticism.

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*Presentations of the Panel*

**The Group as a Means to Restore Community in Zurich Teacher Education? Therapeutizing and Psychologizing Technologies in the 1970s**

**Andrea De Vincenti, Norbert Grube, Andreas Hoffmann-Ocon**  
Zurich University of Teacher Education

During the «psycho-boom» in the 1970s, there was a great demand for the group as a multifaceted setting. In the sense of a therapy for “normal people”, psychologizing and therapeutizing technologies such as group dynamics or talk therapy were widely established in society as well as in countercultural social movements, alternative ways of life and pedagogical contexts. Group formats in general, such as conversational and discussion groups, as well as self-help groups (following A.S. Neill) and theater or environmental groups were considered modern and conducive to pedagogical work. The call for papers understands educational technologies very broadly “as a set of techniques, methods and objects used in the learning process, our heuristic perspective expands significantly” and as “operative strategies to optimize pedagogical practices” that “includes media as well”. According to these considerations pedagogical settings like group work may well be described as such technology.

This contribution examines such entanglements of psychologizing and therapeutizing knowledge in the context of teacher education in the Swiss canton of Zurich. One of the traditional key objectives of teacher training whose importance is consistently pointed out is personality development. This lets a wide range of psychological knowledge offer interesting points of reference for discussing semantic shifts in conceptions of personality in the context of the psycho-boom. In fact, the new technologies promised holistic help in finding the so-called true or authentic self at the individual level as well as consciousness at the collective level. The narrative was that both individual and collective processes would yield emancipatory results. This is one of the reasons why – in German teacher education – group dynamics were attributed democratizing power. By examining source materials such as annual reports of teacher training seminars and publications by relevant teachers, this contribution wants to find out to what extent the group was substantiated and used in psychologizing and therapeutizing ways in Zurich teacher education during the investigation period. Moreover, the question is pursued as to what distinctions and references may be worked out in relation to older conceptions of community established in teacher education, such as that of the seminary family, and the rhetoric that overarches them. Both regular classes and activities taking place outside the classroom are being considered; these will include theater projects or art groups, discussion events, or purposefully brought about encounters between seminarians. Such means of informal learning of behaviors, perspectives and attitudes outside the formal curriculum in the sense of a hidden curriculum are of particular interest if the seminary is also seen as a place of socialization for young people.

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**No Rebellion, Nowhere – New Musical Record Formats and Devices as an Intergenerational Exchange in Swiss Elementary Schools 1960s-1970s**

**Tomas Bascio**  
Zurich University of Teacher Education

In the Swiss schools of the 1960s and 1970s, social changes became noticeable not only through social developments, school reform projects or teacher training (Bascio 2022), but they also tiptoed quietly into the classrooms when, for example, students walked in dressed up in trendy clothes, carrying the latest rock LPs or self-recorded cassettes under their

arms, or when teachers tried out new didactic models which called for technical devices and new technical knowledge. The scholastic imprint of the social-cultural anti-attitudes paraphrased as being typical was not so clear-cut, since many young teachers of the 1970s were themselves recipients and consumers of the more recent cultural commodities. The boundaries and transitions between young and old, between rejection and acceptance, were rather fluid. As an important interface of everyday and public life, school was and is a place of contingent and sometimes also conflictual encounters and exchanges for both students and teachers – a place which can be interpreted simultaneously as a «polis idyll» and a «coercive institution» (Reichenbach 1998, 2018), where «forms of life» (Jaeggi 2014) meet. In the «fact of plurality» (Arendt 1999), it is not only people, but *many different* people, who come together in classrooms, trying to help each other with different knowledge backgrounds, with worries and fears, and as intergenerational «advisory communities» (Fink 1970). This means that when it comes to the emergence of new technical or aesthetic-social achievements the older generation might not necessarily be «ahead» of the younger one regarding certain topics but is itself struggling with adequate answers to new questions. Thus, classrooms have seen a break-up of traditional generational hierarchies due to technological and aesthetic change. Trends in popular culture often mean that the competencies and know-how of both teachers and pupils contribute to the classroom community.

In edited works on music, it is noticeable that even with the occasional historical foci on musical developments, topics are presented rather «statically» and as self-contained units (Rosset 1991, Merki 2009). Similarly, the categorical perspective may be noticed in the description of youth and youth cultures («youth» as a *separate phase of the search for identity; as rebellion against the authorities; driven by Americanization; influenced by changes in leisure behavior or economics* [Baacke 1972; 2009; Hurrelmann 1994; Zinnecker 1987]). The eye for detail in such large-scale observations is often amiss. Especially when it comes to music, concrete practices of young people and teachers in the school context are underexplored. In what ways does the development and use of different record formats, different devices and recording techniques (from music cassette, cassette recorder to the “Walkman”) influence classrooms, to what extent does the «material basis of listening to pop music – and thus also questions of its production, appropriation and use» (Weber 2014, 155) – play a role in day-to-day school life in the 1960s and 1970s? This will be explored in this contribution.

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## Technological Efficiency and «Creative Activity» – Modernization Through Video-based Teacher Education in the GDR of the 1970s

Sabine Reh<sup>1</sup>, Cäcilia von Malotki<sup>2</sup>

<sup>1</sup>Humboldt University Berlin, <sup>2</sup>Research Library for the History of Education (BBF) at DIPF | Leibniz Institute for Research and Information in Education

At the beginning of the 1970s, an increasing number of so-called video laboratories were established at GDR universities and pedagogical colleges which used modern technical equipment and new technologies. Techniques and tools like «Unterrichtsmitschau» (instructional observation of subject lessons) and «audiovisuelle Unterrichtsaufzeichnung» (audiovisual recording of classes) were demonstrably used in courses. In addition, there is evidence of research into video-based teaching, which was intended to help satisfy educational policy's demand for a comprehensive increase in the level of professional and political training of new teachers. In this presentation, we would like to pursue the question of how, within the settings of video laboratories and by using modern technical means, strategies were developed to effectively unite the teaching of pedagogical knowledge, implicit «skills» and desired political attitudes - hopes that can also be read as extensive demands of control. In doing so, it will become obvious that within leading pedagogical institutions of the GDR during the supposed «empty period» of the 1970s (Fulbrook 2016), a problem awareness developed which was not thoroughly in line with the doctrine of an achieved «developed socialist society.» Insights shall be gained by close examination of the research, teaching workloads, and types of teaching which were carried out at the «Zentrales Audiovisuelles Labor» (Central Video Laboratory) in Berlin, in a collaboration between scientific staff, the departments of subject didactics, students, teachers and class groups. To this end, a stock of retro-digitized source materials of «audiovisuelle Unterrichtsaufzeichnungen» is used that was created during the active period of the video laboratory (1970-1989). It will then be contextualized with the help of photographs and research documents from and about the laboratories. By means of using video stills as well as current research results it will be possible to illustrate contemporary institutional, organizational and material conditions in which the filmed teachers and students in front of the camera, as well as the



recorders and teacher educators behind the camera collaborated as producers. Thus, we would like to point out the arrangements, presentations and technologies used in university courses, which were to systematically combine theoretical specifications with empirical examples and the practice of analysis and «self-confrontation». Technical means and technologies were expected to guide teachers' behavior in order to establish nationwide subject teaching which «effectively» addressed fundamental problems such as the lack of commitment, low academic standards, and large differences in performance within learning groups. This contribution also shows that the conventional suggestions for the periodization of GDR education history need to be reconsidered. and that the assessment of the 1970s might change, as a continuum of increasing problem awareness and critical communication becomes visible.

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## **A2 02.2: Textbooks and Teachers**

*Session Chair:* **Rebecca Elizabeth Rogers**, Université de Paris

*Keywords:* Object lessons, Intuitive method, History of education in Europe 19th century, History of pedagogical practices, Pedagogical encyclopedias

### **The Object Lesson: Notes on a European History**

*La Leçon de Choses : Notes pour une histoire européenne*

**Matteo Morandi**

University of Pavia, Italy

#### *Abstract (in English):*

The *object lesson* (or *lesson on objects*) is a particular teaching method widespread in Europe and in the westernized world during the 19th century, variously declined according to national contexts with the name of *leçon de choses*, *Anschauungsunterricht*, *lección de cosas*, *lezione di cose*. Based on the intuitive method (sometimes called experimental), it was born in England around 1830, by the brothers Charles and Elisabeth Mayo, disciples of Pestalozzi. The goal was to make infant and primary school pupils understand the abstract ideas, starting from the observation of concrete objects. According to the main theorists, above all the French educator Marie Pape-Carpentier, had the form of maternal conversation, where adult and children provoke each other with questions and answers. Many school programs provided a place for it in the articulation of the school week, others kept it in place in more free and spontaneous forms. In the contribution I propose to offer, also on the basis of the most recent literature (for example: Kahn 2002, Chevalier 2003, Lorenz-Vechia 2005, Carter 2010, Ferrari-Morandi-Platé 2011, Morandi 2016, Gómez Rodríguez de Castro-Somoza Rodríguez-Badanelli Rubio n.d.), a comparative analysis of the related entries published in the main pedagogical encyclopedias of Europe: the *Diccionario de educación y métodos de enseñanza* by the Spanish Mariano Carderera (1855), the *Encyklopädie des gesammten Erziehungs- und Unterrichtswens* by the German Karl Adolph Schmid (1859-1878), the *Dictionnaire de pédagogie et d'instruction primaire* by the French Ferdinand Buisson (1878-1887), the *Sonnenschein's Cyclopedia of education* by the English Alfred Ewen Fletcher (1889), as well as the Italian *Dizionario illustrato di pedagogia*, edited by Antonio Martinazzoli and Luigi Credaro between 1894 and 1908.

#### *Abstract (in Language of Presentation) :*

*La leçon de choses* constitue une modalité didactique particulière répandue en Europe et dans tout le monde occidentalisé au XIXe siècle, diversement déclinée selon les contextes nationaux sous le nom de *object lesson*, *Anschauungsunterricht*, *lección de cosas*, *lezione di cose*. Basée sur la méthode intuitive (parfois dite expérimentale), elle est née en Angleterre vers 1830, par les frères Charles et Elisabeth Mayo, disciples de Pestalozzi. Le but était de faire acquérir des idées abstraites aux élèves de l'école maternelle et primaire, à partir de l'observation des objets concrets. Selon les principaux théoriciens, surtout la pédagogue française Marie Pape-Carpentier, elle avait la forme de la conversation maternelle, où adultes et enfants se provoquent avec des questions et des réponses. De nombreux programmes scolaires lui ont donné une place dans l'articulation de la semaine scolaire, d'autres l'ont maintenue sous des formes plus libres et spontanées. Dans la contribution je propose d'offrir, même sur la base de la littérature la plus récente (par exemple : Kahn 2002, Chevalier 2003, Lorenz-Vechia 2005, Carter 2010, Ferrari-Morandi-Platé 2011, Morandi 2016, Gómez Rodríguez de Castro-Somoza Rodríguez-Badanelli Rubio sd), une analyse comparative des entrées connexes publiées dans les principales encyclopédies pédagogiques d'Europe : le *Diccionario de educación y métodos de enseñanza* de l'Espagnol Mariano Carderera (1855), l'*Encyklopädie des gesammten Erziehungs- und Unterrichtswens* de l'Allemand Karl Adolph Schmid (1859-1878), le *Dictionnaire de pédagogie et d'instruction primaire* du Français Ferdinand Buisson (1878-1887), la *Sonnenschein's Cyclopedia*

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*Keywords:* religious instruction, textbooks, Judaism, France, Italy

### **Jewish Textbooks in Europe (18th-19th Century): Knowledge, Pedagogy and Socialization**

*Le Manuel Scolaire Dans L'éducation Juive en Europe (XVIII-XIXème Siècle) : Savoirs, Pédagogie et Socialisation*

Yehuda Bitty

Herzog Academic College, Israel

#### *Abstract (in English):*

The centrality of the Book in traditional Jewish education in Europe is not a new fact with the approach of the modern era, in a society with a text-centric orientation which is defined around the Scripture. What is new is the pedagogical orientation of the book, which developed more and more in the 18th century to culminate in the school textbook in the 19th century. However, the schoolbook is not only an educational support in the process of transmission of knowledge: it is the reflection of the social image of its author and its users. Thus, the diversity of schoolbooks of European Jewish communities currently reflects the different stages of the emancipation of Jews and their integration into modern society. A comparative analysis of different religious instruction manuals makes it possible to distinguish three distinct thematic axes which illustrate these changes:

- Religious approach: a new vision of Judaism - classification of the elements of Judaism.
- National approach: create a national identity with non-Jews - reinterpret Judaism as a religion.
- Pedagogical approach: rhetoric and pedagogy - why do these books adopt the catechism model?

This conference is based on the work carried out by Alain Choppin on the study of the school textbook and aims to demonstrate their relevance for the case of Jewish education in Europe in the 18th and 19th centuries, through the analysis of the first Jewish catechisms in Italy and France.

#### *Abstract (in Language of Presentation) :*

La centralité du *Livre* dans l'éducation juive traditionnelle en Europe n'est pas un fait nouveau à l'approche de l'ère moderne, dans une société à orientation textocentriste qui se définit autour de *l'Écrit*. Ce qui est nouveau c'est l'apparat pédagogique du livre qui se développe de plus en plus au XVIIIème siècle pour aboutir au *manuel scolaire* au XIXème siècle. Cependant, le livre scolaire n'est pas seulement un support pédagogique dans le processus de transmission des savoirs : il est le reflet de l'image sociale de son auteur et de ses usagers. Ainsi, la diversité des manuels scolaires des communautés juives européennes à cette époque, traduit les différentes étapes de l'émancipation des juifs et leur intégration dans la société moderne. Une analyse comparée de différents manuels d'instruction religieuse permet de distinguer trois axes thématiques distincts qui illustrent ces changements :

- Approche religieuse : une nouvelle vision du judaïsme : Classification du judaïsme (principes philosophiques / *Mitsvot*, devoirs envers Dieu / envers l'homme), rationalisme, fondements bibliques / rabbiniques.
- Approche nationale : la création d'une identité nationale : Relations avec les Gentils, réinterprétation du judaïsme comme religion (et non comme peuple), devoirs envers la patrie.
- Approche pédagogique : rhétorique et pédagogie (pourquoi ces livres adoptent-ils le modèle du catéchisme ?).

Cette conférence se base sur les travaux entrepris par Alain Choppin sur l'étude du manuel scolaire et se propose de démontrer leur pertinence sur le cas de l'éducation juive en Europe au XVIIIème et XIXème siècle, particulièrement au travers des premiers catéchismes juifs en Italie et en France : Examen à un jeune juif instruit dans sa religion (Pise 1787), rédigé par S. Calimani et Catéchisme du culte judaïque, (Metz 1818) par L.M. Lambert.

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*Keywords:* esperanto, teaching, textbooks, school knowledge, languages

## **The Materialization of a New School Knowledge: Esperanto Textbooks During the Interwar Period**

Viviane Rouiller

University of Geneva, Switzerland

From the end of the 19th century, the idea of an international auxiliary language in a multilingual world, already evoked two centuries earlier, crystallizes and spreads within the framework of a broad internationalist impulse (Droux & Hofstetter, 2015; Hofstetter & Érhise, 2021 ; Iriye, 1997 ; Rasmussen, 2001 ; Sluga, 2013). This is the case for Esperanto, certainly the most successful initiative in this field. Created in 1887 by Ludwik Lejzer Zamenhof, this language gradually crosses borders thanks to a transnational network ensuring its propagation, through associations, conferences and publications. The promotion of this artificial idiom is taken care of by the Esperanto movement itself (Gobbo, 2017; Lescure, 2006), but also by other collective actors. Convinced by and/or discussing the educational and pacifist values of this language, their interest focused on the issue of teaching Esperanto in schools, following the example of the League of Nations (League) which put this question on the agenda of its 3rd Assembly in 1922. In the end, the League of Nations renounced the generalization of Esperanto in schools all over the world; however, during the internationalist and pacifist context of the 1920s, several countries introduced the study of Esperanto in some of their schools and teaching aids were developed to support this learning.

This presentation proposes to focus on the introduction of Esperanto as a new school knowledge in the curricula with regard to the logics inherent in the school form and its culture, which, while connected to society, have a character of their own, due to the elements they elaborate and the pedagogical and didactic constraints to which they are subjected (Denizot, 2015; Hofstetter & Schneuwly, 2018). Considering the textbook as the materialization of a discipline and of the various forms of knowledge transmitted through its teaching, our analysis will focus on a sample of Esperanto textbooks that were elaborated and published during the interwar period for the teaching of this artificial language in three countries (Switzerland, Germany and France). Based on concepts and methods of the historical-didactic approach, we will explore the issue of how an artificial idiom such as Esperanto has been transposed into school knowledge, for what purposes and according to what modes of transmission. Furthermore, we will evaluate the specificity of this school knowledge and of its teaching methods in relation to the teaching of natural foreign languages and the textbooks related to it. Finally, the comparative analysis of several Esperanto textbooks published by different authors in three different countries will allow us to see to what extent the study of this artificial language in schools takes a particular form according to the different national contexts and the profile of the actors who materialize it through the teaching materials. The answers to these questions will allow us to understand the reasons for the transposition of an artificial language into a school discipline and will contribute to enriching reflections on the history of language teaching and, even more widely, on the history of school knowledge.

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*Keywords:* Transnational Professional Identity; Women teacher ;Jewish refugees: War; Special education  
**Five Languages, Displacement, Immigration, and Transnational Professional Identity: The Travels of the Twin-Sister Teachers (1922-2012)**

Tali Tadmor Shimony, Renana Kristal

Ben Gurion University, Israel

We examine the travels of one pair of Jewish-Polish female twins, the teachers Sara Burek and Batia Nyoman. They mastered several languages: Yiddish, Polish, Russian, Uzbek, and Hebrew. Each language represents a journey to some territory, forcing them to adapt to local harsh conditions as survivors, women, and teachers during the 1940s. Sara and Batia were born in 1922 to the Gortenstein family in eastern Poland. In 1939, following the Ribbentrop-Molotov agreement, the province they lived in became part of the Ukrainian republic of the Soviet Union. The twins became Soviet citizens. They studied pedagogy and graduated with mathematics and history degrees, respectively, from the Ukrainian academic institute. When the Nazis invaded Ukraine in 1941, Batia and Sara, like 230,000 other Polish Jews, escaped to the Soviet Union interior (Stańczyk, 2016). The sisters arrived in Uzbekistan and lived among a multitude of ethnic cultures, including Russians, the local Uzbek Muslims, Jewish refugees, and others. (Burek, 2012;).

The two 19-year-old new teachers faced difficult professional challenges under the Stalin regime. They taught at schools in Kolkhoz and in orphaned children's house. However, their primary task was to provide food, medicine, and clothing under harsh conditions. Sara and Batia functioned as social workers, rather than just teachers. One of the challenges they had to face was the different approaches the locals had to gender and their attitudes towards single women. After the war, the sisters returned to Poland with their orphaned Jewish students. They had started a new journey as rescuer activists of children in the Flight and Rescue movement. The movement was responsible for smuggling 300,000 Holocaust survivors from Eastern Europe to ports across the Mediterranean (Rolinek, 1998). Batia even adopted an orphaned girl. Later, they traveled between the state borders of Czech Republic, Germany, and France, ending up in Palestine. The transnational travel continued when Sara and Batia were arrested by the British and deported to the detention camps in Cyprus. In 1948 they came to Israel as immigrants alongside the myriad cultures of many groups of newcomers.

One could say that their story reflects the history of Jewish-Polish survivors; however, from the historian of education's perspective, the significant lesson was their transnational professional activity (Mayer and Arredondo 2020). The twin sisters continued their work as teachers of children in need as they had done in central Asia and Europe. In Israel, they chose to work with children deviating from the norm that had no place in general education. Both twins applied their bitter experiences towards becoming special education leaders in Israel (Avissar, 2012). Batia was appointed a Special Education supervisor, and Sarah was made principal of a special education school. Sara wrote several textbooks for disabled children. In 2006, she published an academic book, titled *Exceptions and Prejudices*. Their work was based on the two principles underlying teaching in any society: devotion and leadership. For both of twin, teaching in Israel was not just a job; it was, as Sara wrote «my journey to recovery and inclusion» (Borek 2012, 105).

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## A3 02.1: Educational Media

Session Chair: **Christian Lundahl**, Orebro university

*Keywords:* childhood, media, media literacy education, children's television, video games

### **Childhood and Media: From «Living Room Culture» to Media Appropriation within Media Literacy Education**

Alessandra Carenzio

Catholic University of the Sacred Heart of Milan, Italy

Childhood has always been the «focus» of media attention, first as «subject» to defend and protect from the effects of the media (according to the main theoretical framework of the time) and later as a target (the child as a buyer) in order to allocate specific productions and goods, connected to a flourishing merchandising market linked to programs themselves. When did the cure for childhood break? Probably we can trace this passage to the changes in the media system, more extended in terms of «consumption time», but less attentive to the triad «inform, educate, entertain» that had marked much of the first television experience, at least in Italy. We refer to the well known «children's television» («TV dei ragazzi») with legendary programs such as «Scacco al re», «Chissà chi lo sa» and «La rosa dei venti», «Bim, Bum, Bam» and «Solletico» later on. Concerning video games, we will try to focus on the crucial passages from the illuminating work of Goldsmith jr. and Mann in 1946 to the video games market in the current situation. With personal media, digital devices and on demand contents (such as the ones we access everyday), we can remark a crucial shift from the «living room culture» (based on shared media consumption in a common place) to the «pocket culture» described by Sonia Livingstone and even to the «microchip culture» in the society of the data lead by the GAFAM system.

The migration from public places (cafe, friends' house) to the private space of the living room is a first important change: the television set was not personal, nor public anymore (hence the concept of family television by Morley) and the same happened with consoles, as they were used via the television (they were not wireless or portable yet). From the sixties onwards, the cost of media becomes more accessible and the devices multiply: the television set was then in the living room and in the kitchen, and later in children's bedrooms. Today media migrated in our pockets, having a deep impact on media access, media uses and the need of competences in the era of personal and miniaturized media (a natural extension of our hands). The contribution focuses on the main changes considering the relationship between childhood and media, from television to video games (currently one of the leading market in the digital media system), from the second half of the 20th Century, within the framework of Media Literacy Education. Which idea of the child prevails in the different media epochs? And what impact do these ideas have on the ability to live the media environment (described as onlife in very recent years) in a full way? These are two of the questions leading the reflection, in order to support a more mature media appropriation based on three levels of digital competence: ethical, aesthetical and critical. Media appropriation, then, is a vital element to underpin, in order to support a new responsibility in the media system, in care givers and in education.

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*Keywords:* cinema, newsreels, film director, education, education through cinema

**Cinema's Meta-Narratives within *Jornal Português'* (1938-1951) Newsreels: Glancing at the Film Director as an Educator**

Ana Luísa Paz

UIDEF, Instituto de Educação, Universidade de Lisboa, Portugal

The potential of cinema as an educational resource has long been explored (Warmington, Van Gorp & Grosvenor, 2011) and, in particular, the newsreels' (Colleldemont & Vilanou, 2020). Researchers have sought to understand, in various chronologies, what the moving image, whether in cinema or television, seeks to represent or create within the spectator (Teughels, 2021; May, 2018). By contrast, little attention has been paid to the actual makers of this narrative. In Portugal, despite the attention given to the censorship (Zanoni, 2015), and to the documentary cinema, which was shown to be the "marriage of convenience between visual technologies and educational propaganda (Martins, Cabeleira & Ó, 2011, p. 492), the use of cinema as an educational technology continues to be neglected. In this paper, I try to address this double gap, by exploring the way cinema in the Estado Novo (1933-1974) in Portugal gave way to the film director's affirmation as an educator. Due to its temporality, the authoritarian regime led by Oliveira Salazar, until 1968, was the stage for many technological innovations. The cinema's educational potential had already been recognized by the previous republican government, but the Estado Novo would be responsible for enhancing this educational potential. And if, in fact, Salazar was suspicious of cinema, he needed the Seventh Art to create his political image (Matos, 2004). In turn, his Secretary of National Propaganda, António Ferro, journalist and modernist writer, an inveterate cinephile (Ferro, 1917), saw the opportunity to create from the outset a propaganda cinema. The Sociedade Portuguesa de Atualidades Cinematográficas, the State's newsreels agency, was thus created in order to produce the *Jornal Português* (1938-1951), which was linked to a single film director, António Lopes Ribeiro (Piçarra, 2006).

In this paper, I try to explore the way in which the *Jornal Português* newsreels produces a metanarrative on cinema, with the objective of understanding how it enabled the creation of the film director as an educator. The following questions will guide this research, considering the *Jornal Português'* series: How is the self-representation of cinema made? What role does the director occupy on the visible side of the camera? How is the metanarrative of cinema used to create the idea of the director as educator?

To answer these questions, I will carry out a content analysis of all the 95 episodes of the *Jornal Português*, in order to first identify all the pieces that may account for a metanarrative, followed by a thematic analysis. A first exploratory analysis has already made it possible to locate the following themes: 1) images that demonstrate the existence of the cameramen, whether they are being filmed or incidents with the camera; 2) pieces about filming in progress; 3) plays about movie actors; 4) scenes with film directors. On this theme in particular the "highly pedagogical and patriotic end" that comes on the account of Lopes Ribeiro's (colonial) film making *The Empire's Spell* (*Jornal Português*, nr. 8, 27/04/1939) is a glimpse of this metanarrative, revealing the director's political but also artistic engagement.

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*Keywords:* narration, pedagogical objects, kamishibai, storybook torch, theatre of shadows  
**Before the 'Net'. The Tale of Childhood between Lights, Shadows and Paper Theaters**

Alessia Sorgente, Amalia Marciano  
 University of Salerno, Italy

Digital media imbue contemporary pedagogical practices in a pervasive and considerable way. Smartphones, tablets, Interactive Whiteboards, computers are only a number of the tools available to teachers and students: ever more frequently they act as mediators for learning and reading, conveying content more or less effectively. In recent decades we have witnessed a paradigm shift, hence from the *book-based approach*, structurally linear, consequential, orderly, there has been a progressive sliding towards the reticular, multiple, complex *screen-based approach*. The power of images has overwhelmed and, in many cases, replaced other communication strategies, redesigning the structure of educational intervention. We have no doubt that there is a massive use of new technologies likewise playing a privileged role in the context of narrations, since the very first childhood (in fact, we now refer to new generations with the expression *Gen Z*): cartoons, app books, book-games, short-films, Youtube Shorts bombard the child's brain for hours, redefining his neural structures and mechanisms of thought. However, as far as the education in reading and storytelling is concerned, there has recently been a certain nostalgic return to the analogical devices of *yesteryear*, which assume a privileged role also thanks to the peculiar *connection* they manage to establish with the reader/listener. The present contribution aims, therefore, to investigate the historical switchover of narrative modes such as the storybook torches, the kamishibai and the theater of shadows, that provide an original reinterpretation of narrations and solicit the imagination of the child with that charm that smells a bit of ancient, a bit of far and unknown and, therefore, extraordinarily exciting. The recovery of these forms of storytelling, in fact, allows the reader/listener to actively participate in the narrative process, reifying the role of the *lector in fabula* to which referred Umberto Eco, since it is the child himself who intervenes and changes the course of the story. In our culture of screens, the image sometimes loses its deepest sense: hence it is essential to return to the simplicity of projected shadows, to the magic of storybook torches, that involves the subject also in the preparation of the narrative setting, articulating itself in simple diapositives (practically the *ancestors* of slides); and, furthermore, to the charm of the kamishibai. In its structure, in fact, the latter recalls, even more than the other devices, the link - always present- between narration and theater, warmly inviting the listener to jump into the *Empty Space* so dear to Peter Brook. The versatility of these tools, *simple* but, at the same time, very powerful, allows the teacher and the educator to convey topics and contents of essential pedagogical relevance, such as interculture, diversity and disability.

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*Keywords:* competition, emulation, ranking, spatial order, motivational technology

### **Competition as a Motivational Technology in Education**

Hanne Knudsen, Søren Christensen

Aarhus University, Denmark

Signs of competition like stars, trophies, measurements, rankings, talent programs etc. currently flourish (at least in Danish) classrooms, both in analogue and digital forms (e.g. Kahoots). At the same time, the question of classroom competition has almost vanished from educational research. Thus, we lack an adequate research vocabulary for discussing competition. We suggest that there are at least two reasons for this. Firstly, in social and educational psychology, it has long been the case that competition is almost exclusively considered in tandem with cooperation. This has led to a normative understanding of competition as a threat to the positively charged concept of cooperation (Fülöp, 2004). Secondly, contemporary learning theories tend to discuss learning in 'individualist' terms (Christensen & Knudsen 2021; Thompson & Cook, 2017), thus downplaying the social dynamics in which learning processes are embedded. In order better to understand how classroom competition plays out in contemporary education, this paper focuses on the forgotten history of competition as an organizing principle and motivational technology in educational settings. It departs from a definition of competition as a social experience with the characteristic that one actor's goals can only be attained at the expense of another actor's goals (Christensen & Knudsen 2021, Luhmann 1995). From there, it moves into two examples of the use of competition as a technology for intensifying student engagement in learning. The first one concerns 'emulation' (the effort to surpass someone, typically through imitation) as a pedagogical notion and technology. The pedagogy of emulation reached its apogee in the Jesuit colleges of the 16<sup>th</sup> and 17<sup>th</sup> centuries, and we study this by focusing especially on the *Ratio Studiorum* of 1599. The second example dates from the 19<sup>th</sup> century and concerns the peculiar method known in German as 'Zertieren' (from Latin certare: to compete). This pedagogical method consistently used the materiality of classroom space itself to intensify rivalries and embody the dynamism of competition – with students constantly moving around the classroom as they won and lost contests with each other (Lindenhayn 2013; Flashar 1867). Our interest does not simply concern the techniques and organization of competition but also how such motivational technologies may assume a life of their own and become uncontrollable. Although 'emulation' functioned both as a motivational technology and as a social ideal of a vibrant student community (Quintilian, 1980; Smith, 2000), it also produced unintended passions, clutter and disorder. Today, competition is also palpable in classroom space, but in a new and more ambivalent way than was the case in our historical examples. The contemporary learning paradigm views the intensity of competition as desirable for motivational purposes. At the same time, the downsides of competition are seemingly avoided through naming what takes place as 'coopertition' (First Lego League 2021), and because there is no scarcity of prizes in the classroom or in online learning games, thus no losers. The historical insights may shed light on these current tendencies. Can we understand the current stars and rankings as competition or not?



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## A4 02.1: PREFORMED PANEL

### «Take A Stand! Between Techno Euphoria And Emotional Depth»

*Keywords:* teaching aids, educational media, rationalization, emotionalization, Cold War

*Chair:* **Kerrin von Engelhardt** (Humboldt-Universität zu Berlin)

The mechanization of school and teaching, and the use of technical media at the instructional level were discussed mainly in the 1970s as part of a veritable technology euphoria. The panel examines the ambivalent relationship between rationalization and emotionalization through engineering, particularly the role of technical media in teaching and learning processes, its arrangements and settings, in Eastern and Western European perspective between 1960 and 1990. Technical teaching aids, such as educational films, learning machines, computers, and technically equipped schoolrooms, were considered as having a specific educational effect. Thus, there was a firm belief and hope that technology would make a positive contribution to solving obvious educational problems and could lead to a significant increase in the efficiency of teaching and learning. It was assumed that its emotionalizing effect would be able to educate not only to an efficient acquisition of learning content, but also to develop the *right* attitude towards it. At the level of planning, technical innovations were deliberately placed in the service of political attitudinal education. The hope was that in using technological school settings and arrangements, certain desired emotions were to be generated, directed and to made available for educational purposes. The use of audio-visual teaching aids in the school context, the introduction of learning machines and new subjects such as computer science, but also the setting up of subject-specific schoolrooms equipped with suitable technology were always emotionally charged in two respects: by a euphoria for technology and a striving for emotional depth in teaching. Thus, on one side the panel's focus of interest will lie on the euphoric belief in technical teaching aids. This emphasis could be understood as the emotional side of technologization. This belief was interlinked with the conviction that teaching and learning processes are plannable and governable, as it appears in cybernetic approaches. On the other side, the panel's investigations will concentrate on the training of emotions through technological educational media, as in the context of an attitude education, i.e., the technological side of emotionalization will be interrogated. The ambivalent relationship between rationalization and emotionalization of technology will also be addressed by looking at studies on educational media and analyses of their use in school practices that have been conducted since the 1970s. This research was intended to legitimize the programmatic claims of making technical mediators useful, but also generated quite sobering results that led to readjustments and partly also to a change of direction at the planning level in the 1980s. Thus, in a more general sense, the panel will also discuss the spectrum of political instrumentalization of technology in education in Switzerland, the Soviet Union, Latvia, and East Germany during the Cold War era.

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## Presentations of the Panel

### «Attention, Emotions! Film Education In The 1970s»

Rebekka Horlacher

PH Zürich

School reform through curriculum development was one of the main issues in the 1960s and 1970s. The goal of these reforms was to make schools “capable” for the challenges of what was considered a modern society (cf. Bruner, 1966; Robinsohn, 1967). In the United States, for example, the successful Russian Sputnik space mission had led to an encompassing cultural crisis and, from there, to an intense discussion about the quality of its schools and instruction, which were said to be too committed too much to progressivism and too little to scientific knowledge (cf. Urban, 2010). In English and Welsh, but also in German schools, reforms were implemented with the introduction of the comprehensive school with the claim to increase equal opportunities. Switzerland could not escape these developments either, although reforms here took place more in the area of subjects and less on the level of the formal school organization. Specifically, film education, programmed instruction, the language laboratory, or sex education were discussed as new and effective teaching methods and content. These debates were part of the question of whether, and if so how, the traditional curriculum, which was considered as “outdated,” should be revised and redesigned in the direction of an orientation towards “real life problems” of the subjects and the associated pedagogy. This also involved the question of how to teach the relevant content in a pedagogically correct and meaningful way; a concern that seemed to be particularly virulent when dealing with film and television, as the medium was labelled as slightly “disreputable” (Gertiser, 2011, 384). A particular danger was the feared “emotionalization” of the viewers, which was to be countered, for example, by “seeing through” the cinematic means. Against this background, the paper deals with the question of what hopes and expectations were associated with film education in schools, using the example of film education in the elementary schools of the canton of Zurich. Special attention is paid to dealing with emotions that were perceived as particularly dangerous. As will be shown, “classical” pedagogical measures such as knowledge transfer and education were primarily used to counter the “seductive character” of films and the “emotional exposure” in dealing with film and television. Sources for answering this question are records of the activities of the audiovisual central office at the Pestalozzianum in Zurich, an institution for the further education of teachers, documents from political authorities in Zurich on film education and media pedagogy, and publications from the 1970s on school films, school television and media pedagogy in Switzerland.

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### «The Euphoria Of Engineering: Teaching Machines And The Rebuilding Of The Soviet Union (1960-1970s)»

Viktoria Boretska

Universität Luxemburg

“A calm and businesslike work on the problems of programmed instruction, without the notorious hype we are experiencing today,” elaborated the Minister of Education of the Russian Socialist Republic, Nikolai Aleksandrov, “will help find the most rational and feasible ways of its application in the Soviet school” (Aleksandrov, 1965, p. 11). By mid 1960s, the excitement about the new method of programmed instruction (PI) and the teaching machines was spinning out of control in the controlled state of the USSR. The enthusiasm was so widespread that in 1965, Aleksandrov suggested to limit the number of schools involved with the experimentations of this new teaching method, remarking on the “unjustified overboard excitement” with the teaching machines “built blindly without any theoretical or methodological foundations” (ibid.). On the other end, the teaching machines enthusiasts and wider public were voicing the need for the government to provide support for the programmed instruction movement, which “risked forever staying on the level of amateurship” (Vashkirova, 1965, p. 2). By 1965, there were, reportedly, about 300 types of different machines of different complexity, and thousands of enthusiasts ready “to build and implement” (ibid.). This contribution inquiries into the configurations of this widespread bottom-up enthusiasm in the Soviet Union, where the building of a teaching machine became associated with the (re)building of communism in the Soviet state during 1960s. During this time, the Soviet Union was undergoing fundamental transformation: The change of leadership after Stalin, the policy of de-Stalinization relaunched

the Communist Party into the new, Third Communist Party Program and promised to bring about the final stage of the construction of communism, or “mature” socialism. The Soviet officials placed a particular emphasis on science and technology in this transformation, fostering the process of “scientification” of all spheres of life, including education, which has also become responsible for the remaking of the Soviet state. The new method of programmed instruction and the teaching machines embodied the power and possibilities of science and technology to improve education, making it governable, more efficient and responsive to the “needs of the time”. The current contribution will examine how broad technological optimism of the time translated into the blurring of borders between education and engineering.

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### **«What To Do With A Computer? The First Computerisation Experience In Latvian Classrooms (1985 – 1991)»**

**Iveta Kestere, Katrina Elizabete Purina-Bieza**  
University of Latvia

Development of new technologies in Soviet Union were closely connected with the justification of the Soviet Union’s superiority over the Western or “capitalist” world in the circumstances of Cold War, with the country’s military potential first and foremost in mind. This pragmatic task was sold in the public space through Soviet propaganda channels, promoting the Soviet Union as a modern and innovative country. The acquisition of computer technology was compared to the elimination of illiteracy after the Russian Revolution of 1917 (Wellman, 1993). So, the entry of computers into Soviet classrooms was associated not only with educational goals, but also with ideological ones. In 1985, when Mikhail Gorbachev came to power, a new curriculum for the acquisition of computer skills was developed in the entire Soviet Union and the first computer classes were installed in schools. Gorbachev called on teachers to prepare well-trained and motivated computer-literate workers “selflessly and devotedly” (Wellman, 1993, 132). By 1989, 200 computer classes had been established in 58% of secondary schools in Soviet Latvia (Vezis, 2005). But in the beginning, in 1985, the situation in Latvian schools was the following: a subject Informatics was introduced in the curriculum, but schools did not have computers, teachers were not specially prepared for teaching Informatics, and teaching aids were lacking. Besides, students needed motivation to acquire a subject which practical use was quite unclear to the teachers themselves. Everything had to be started from zero.

Our study focuses on the period between 1985 and 1991, namely, between Gorbachev’s *perestroika* and the restoration of Latvia’s independence. Our research questions are: What the actors involved in the teaching-learning process – teachers and students – expected from the computer technologies? What practical obstacles and emotional barriers have been encountered in the process of school computerisation? The sources of our research are 6 interviews with Informatics teachers who started teaching the subject at the very beginning, in the mid-1980s, and 6 interviews with students who were the first to learn Informatics at school, as well as 179 articles in Latvian periodicals devoted to new technologies in the education sector. We will reveal teachers’ and students’ perspectives and doubts regarding the use of computers in everyday life, the struggle with practical problems and the “digital (in)equality” (Samuelsson & Olsson, 2014) discovered through computerisation.

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### **«East-German Schoolroom Technologization And Its Emotional Impact»**

**Kerrin von Engelhardt<sup>1</sup>, Josefine Wähler<sup>2</sup>**

<sup>1</sup>Humboldt-Universität zu Berlin, <sup>2</sup>HU Berlin, BBF/DIPF Berlin

This paper examines the GDR’s increasing didactic instrumentalization of educational technologies since the 1960s and the accompanying technologization of the pedagogical space «schoolroom» in the 1970s. The equipping of modern teach-

ing facilities to meet the spatial and technical requirements of certain school subjects was not least due to politically motivated intentions. The GDR's educational administration aimed to increase educational efficiency through technological interventions in subject-related teaching/learning environments. Furthermore, the officials had the strong belief and hope that a technological improvement would also provide solutions to certain educational problems in the GDR. Our contribution focuses on the discrepancy and ambivalence that emerges in the attempt to overcome the persistence of pedagogical space (that are schoolrooms) and the permanence of special and technological practices. Thus, we will discuss how the official promotion of new technological agents, particularly auditory-visual teaching and learning aids, at the end of the 1960s, accompanied by the euphoria of technology and curriculum changes at the beginning of the 1970s, initiated a didactic-programmatic turn in the GDR. Against this background, we will address the persistence of educational practices in relation to the long history of school buildings. Particularly specialized room concepts, which helped to pre-structure and programmatically-didactically organize the pedagogical learning environment, have always represented an influential and controversial pedagogical factor. Specialized rooms were established since the 19<sup>th</sup> century in German schools. Especially in higher education, specialized room systems such as laboratories played an increasingly significant role in the concept and conduction of subject-oriented instruction. The specialized rooms stood within the context of an increasing professionalization of teachers and their more or less effective use of teaching aids and educational space. Although the GDR's centrally controlled new education had to come to terms with the spatial conditions of old school buildings from the imperial era, the Weimar Republic and the National Socialist era, it was also able to use completely new school buildings. We will trace how modern technologies were embedded in old school buildings, but also in new types of buildings, in specialized schoolrooms and teaching cabinets that featured the relevant technologies as part of programmed instruction. By listening to music together in the music classroom or by observing experiments in science cabinets, desired emotions were generated, triggered, and canalized to achieve a certain educational purpose, to trigger the right attitudes and schemes of thinking, and to support the leading role of the teacher.

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### **A6 02.1: PREFORMED PANEL**

#### **A Material And Cultural History Of Children's Literature**

*Keywords:* children's literature, Europe, materiality, circulation, culture

*Chair:* **Giorgla Masoni** (HEP Vaud, Switzerland)

This symposium focuses on the relationship between school publishing (textbooks, reading books, etc) and children's literature (fables, novels, stories, etc). We will thus focus on the circularity and interdependence of these two genres (Ascenzi & Sani, 2017) in order to understand their dual nature as economic objects and ideological vectors.

From the establishment of modern school systems, during the 19th century, textbooks and children's literature play an important role as vectors of culture, morals and also school and educational knowledge. Within this process, in the different European states, a new publishing market is born and developed. It is influenced and anchored in the school context of implementation within which these new works are used (Choppin 2008; Børre Jonson, 1993). The transnational circulation of these two literature genres encourages the various actors involved in the elaboration of manuscripts to experiment with different models and adapt them to the specificity of the cultural, linguistic, political and social contexts of reference (Cabanel, 2007). The use of these new types of books, frequently employed in education, also promotes the generalization of teaching methods as well as school subjects. In order to grasp the material, cultural and ideological value of this new literature, this symposium aims to question the stages of conception, elaboration, production and dissemination of this literature, focusing particularly on the profile and interests of the actors involved in those stages. These three contributions will adopt an approach oriented towards cross-history and cultural transfers (Espagne, 1999) to study the circulation of models, ideas and values. Through these observations, they will seek to highlight the borrowings and specificity of this literature within several national realities that are politically, culturally economically and linguistically different. The dialogue between the case studies developed in the three papers will thus allow a new perspective of the material and conceptual history of children's literature in Europe.



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### *Presentations of the Panel*

#### **School And Nation: Children's Literature As A Mass Educational Technology In 19th-century Italy**

**Anna Ascenzi, Elena Girotti**

University of Macerata

In the last thirty years, the historical research on children's literature has undergone a significant methodological and historiographical change: a close connection between the history of education and educational institutions and the history of children's and young people's literature has been established (Ascenzi, 2012). Researchers attempted to reconstruct the evolution of children's literature not only as a linguistic and literary event but as a historical-education phenomenon, firmly linked to the more general processes of mass literacy and acculturation and the dynamics of the formation of collective imagery (Ascenzi & Sani, 2017). Children's literature has been researched as a carrier of value systems, behavioural models, hierarchical conceptions of interpersonal relationships; its function as a tool of regulation of consciousness and construction of social, civic and national identity in the younger generations has been investigated. Taking this turn into account, the methodology used in this contribution promotes a line of inquiry that goes beyond textual analysis and focuses on the peculiar role played by children's literature considered as a material and cultural object and so, as a historical source to reconstruct cultural and educational processes in 19th-century Italy. The paper analyses the texts and the choices made by the lively and committed generation of children's writers who worked between the Risorgimento and the first post-unification period: from Cesare Cantù to Giuseppe Taverna, from Salvatore Muzzi to Pietro Thouar and Caterina Franceschi Ferrucci, Felicita Morandi and Luigi Sailer. Through a less planned process than the one promoted through the official school system, these children's writers and their works became mediators between the dominant ruling class ideology and working-class people. For instance, the educational proposal conveyed by Cesare Cantù's literary works reflected the cornerstones of the middle-class policy of social conservatism to instil in the minds and hearts of young people of the working classes the values of honesty, love of work, respect for religion, acceptance of the class differences that characterised society. The analysis of the works by Salvatore Muzzi showed the foreign influences on the Italian children's literature and the international circulation of models; moreover, the investigations into Salvatore Muzzi's and Giuseppe Taverna's literary texts revealed, in particular, the relationship between children's literature and school textbooks and the interdependence and circularity between those two genres. Caterina Francesca Ferrucci's texts focused on the need to educate women, especially family mothers so that they would have been ready to carry out the tasks they were called upon to perform in the family and social environment; in this way, gender differences were reinforced. In conclusion, the study shows how, during the 19th century, children's literature became a tool of literacy and mass education to shape younger generations' mentalities and behaviours, to promote the secularism of the school system and the sense of national belonging and identity, to expand the literacy levels of the population, to spread the ideals and values of the bourgeois class, to favourite the civilisation of the plebs.

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## **Children's Literature: Source Of Inspiration For School Reading Books (The Swiss Case Between 1830-1910)**

*La Littérature Pour La Jeunesse : Source D'inspiration Pour Les Livres De Lecture A L'école  
(Le Cas Suisse Entre 1830-1910)*

**Sylviane Tinembart**

HEP Vaud

The 19th century saw the establishment of the modern school form. This process is characterized, among other things, by the formalization of teaching and learning conditions, as well as the manufacture-distribution of specific material infrastructures (Hofstetter & Schneuwly, 2017). From this moment on, school books are subject to a production circuit characterized by the phases of conception, elaboration, production, diffusion and use, which engenders the interaction of plural actors linked to these books by different interests, such as pedagogical, economic, ideological, etc. (Choppin, 2008). Within the school publishing process in full expansion since the first 19th century, reading books are presented as ideal supports for a moral, educational and multidisciplinary teaching and thus occupy a central place for the training of teachers and the instruction of pupils. They also supported mass literacy, the dissemination of certain values, knowledge and norms considered necessary by the authorities for the consolidation of the new political, administrative and economic institutions of the confederal state of Switzerland. Some actors such as newly trained schoolteachers thus write new school books (Tinembart, 2015). These reading books take up content specific to children's literature. For example, there are adaptations or excerpts from Robinson Crusoe's travel story that vary according to the canton and the period (Masoni & Tinembart, 2021).

By observing the relationship between reading books for school use and children's literature, this contribution aims to highlight the process of trans-ideological and even trans-cultural adaptation of certain themes and contents between two linguistic and cultural regions of Switzerland, namely the canton of Vaud (French-speaking, Protestant) and Ticino (Italian-speaking, Catholic). To this end, this paper also aims to underline the networks of actors involved in school publishing and their influences on the transmission and transfer of school knowledge. This study is based on the analysis of reading books corpus adopted in the schools of Vaud and Ticino between the years 1830-1910 (about thirty books). Its approach is borrowed from transnational history and cultural transfers (Matasci, 2015). As Switzerland emerges as a federation of teaching states in the 19th century (Hofstetter, 2012), we postulate that the study of the circulation of certain reading books contents and their purposes will allow us to highlight some similarities and differences in the development of cantonal school systems.

### *Paper Abstract (in Language of Presentation):*

Au cours du 19e siècle on assiste à la mise en place de la forme scolaire moderne. Ce processus se caractérise, entre autres, par la formalisation des conditions d'enseignement et d'apprentissage, ainsi que par la fabrication-diffusion d'infrastructures matérielles spécifiques (Hofstetter & Schneuwly, 2017). Dès ce moment, les ouvrages scolaires sont soumis à un circuit de production caractérisé par les phases de conception, élaboration, production, diffusion et utilisation qui engendre l'interaction d'acteurs pluriels liés à ces moyens d'enseignements par différents intérêts, pédagogiques, économiques, idéologiques etc. (Choppin, 2008). Au sein du processus éditorial scolaire en plein expansion dès le premier 19e siècle, les livres de lecture se présentent comme des supports idéaux pour un enseignement moral, éducatif et pluridisciplinaire et occupent ainsi une place centrale pour la formation des maîtres et l'instruction des élèves. Ils soutiennent également l'alphabétisation de masse, la diffusion de certaines valeurs, les connaissances et les normes considérées comme nécessaires par les autorités pour la consolidation des nouvelles institutions politiques, administratives et économiques de l'État confédéral qui est la Suisse. Ainsi certains acteurs tels que les instituteurs nouvellement formés rédigent de nouveaux ouvrages scolaires (Tinembart, 2015). Ces livres de lecture reprennent notamment des contenus propres aux ouvrages destinées à la jeunesse. Par exemple, on y retrouve des adaptations ou des extraits du récit de voyage de Robinson Crusoe qui varient selon les cantons et les époques (Masoni & Tinembart, 2021).

En observant la relation entre les livres de lecture à usage scolaire et la littérature pour la jeunesse, cette contribution vise à mettre en évidence le processus d'adaptation trans-idéologique voire trans-culturel de certaines thématiques et contenus entre deux régions linguistiques et culturelles de la Suisse, à savoir le canton de Vaud (francophone, protestant) et le Tessin (italophone, catholique). Pour ce faire, la communication a également pour objectif de rendre visible les réseaux d'acteurs impliqués dans l'édition scolaire et leurs influences sur la transmission et les transferts de savoirs scolaires. Cette étude se base sur l'analyse d'un corpus de livres de lecture adoptés dans les écoles vaudoises et tessinoises entre les années 1830-1910 (environ une trentaine de livres). Elle adoptera une approche empruntée à l'histoire transnationale et aux transferts culturels (Matasci, 2015). Alors que la Suisse se dessine comme une fédération d'États enseignants au 19e siècle (Hofstetter, 2012), nous postulons que l'étude de la circulation de certains contenus de manuels scolaires et

de leurs finalités, nous permettra de mettre en évidence quelques similitudes et différences dans le développement de systèmes scolaires cantonaux.

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## **Putting The Nation Into Books: The Swiss Youth Literature Collection**

*La Mise En Livre De La Nation : L'œuvre Suisse Des Lectures Pour La Jeunesse*

**Bernard Schneuwly<sup>1</sup>, Georgia Masoni<sup>2</sup>**

<sup>1</sup>Université de Genève, <sup>2</sup>HEP Vaud

Since the 19th century, at the European level, we have witnessed the emergence of collections intended for new reading audiences, including the children. The rise of these editorial strategies, which respond to new reading demands, are determined by the political, economic, social and cultural specificity of the different production contexts. For these reasons, a collection can be understood as a «material artifact and a social fact» (Spiers, 2001, p. 6). As demonstrated by the studies of Olivero (1999), the circulation and the transfers of cultural models and editorial strategies make the collection a transnational phenomenon that manifests with specific temporalities and characteristics in the different countries of the European space. Although we can find these dynamics in the Swiss case, since its rise in the middle of the 19<sup>th</sup> century, publishing for young people in Switzerland and its resulting collections of works are dependent on the cantonal publishing markets and strongly linked to the cantonal school system of reference. The creation of a national children's collection at the beginning of the 20<sup>th</sup> century brought a change to this paradigm. In 1931, the Swiss Youth Literature collection (OSL) was created: a national collection of children's books published first in the four national languages (French, Italian, German and Romansh) and then, from the 2000s, also in English. With the OSL, we are thus confronted with a process of putting together a collection intended, for the first time, for a national public of young readers, with the explicit aim of bringing together the different linguistic cultures of the Country. Implicitly, the development of this collection responds to the identity goals promoted by the movement of the spiritual defense of the country, whose objective is to legitimize and defend the multilingual and multi-confessional state that is Switzerland. So far, the OSL has 2669 titles. The aim of this contribution is to propose a serial and literary history of this collection. By adopting an approach oriented toward cultural transfers (Espagne, 1999), we will try to grasp the evolution of the purposes attributed to this collection and its relationship with the different cantonal school systems. On the one hand, this analysis will make it possible to determine if this collection was envisaged as a support or a complement to the teaching media. On the other hand, this study will enable tracing the history of the national literary heritage, that this collection helped to shape. In this way, we will highlight the relationship between this collection and textbooks by emphasizing the circularity and interdependence of these two facets of children's literature (Ascenzi & Sani, 2016).

### *Paper Abstract (in Language of Presentation):*

Dès le XIX<sup>ème</sup> siècle, au niveau européen on assiste à l'émergence de collections destinées à des nouveaux publics de lecteurs, parmi lesquelles on retrouve notamment les enfants. L'essor de ces stratégies éditoriales, qui répondent à des nouvelles demandes de lecture, sont déterminées par les spécificités politiques, économiques, sociales et culturelles des différents contextes de production. Pour ces raisons, une collection peut être saisie en tant que « artefact matériel et fait de société » (Spiers, 2001, p. 6). Comme démontré par les études de Olivero (1999), la circulation et les transferts culturels de modèles et stratégies culturelles et éditoriales rendent la collection un phénomène transnational qui se manifeste avec des temporalités et des caractères spécifiques dans les différents pays de l'espace européen. Bien que nous pouvons retrouver ces dynamiques dans le cas suisse, depuis son essor dès le milieu du XIX<sup>ème</sup> siècle, l'édition pour la jeunesse en Suisse et les collections d'ouvrages qui en découlent sont dépendantes des marchés éditoriaux cantonaux et fortement liées au système scolaire cantonal de référence. La création d'une collection nationale destinée à la jeunesse au début du XX<sup>ème</sup> siècle amène un changement à ce paradigme. En 1931, est créé l'œuvre suisse des lectures pour la

Jeunesse (OSL) : une collection nationale d'ouvrages pour la jeunesse publiée d'abord dans les quatre langues nationales (français, italien, allemand et romanche) et puis, dès les années 2000, également en anglais. Avec les OSL nous sommes ainsi confrontés à un processus de mise en collection destiné, pour la première fois, à un public national, de jeunes lecteurs, dont le but explicite est celui de rapprocher les différentes cultures linguistiques du Pays. Implicitement, l'élaboration de cette collection répond aux finalités identitaires promues par le mouvement de la défense spirituelle du Pays, dont l'objectif est celui de légitimer et défendre l'Etat multilingue et multiconfessionnel qui est la Suisse. Jusqu'à présent, les OSL comptent 2669 titres. L'objectif de cette contribution est de proposer une histoire sérielle ainsi que littéraire de cette collection. En adoptant une approche orientée aux transferts culturels (Espagne, 1999), nous tenterons de saisir l'évolution des finalités attribuées à cette collection et son rapport avec les différents systèmes scolaires cantonaux. Cette analyse permettra de cerner, d'une part, si cette collection a été envisagée comme un soutien ou un complément aux moyens d'enseignements, d'autre part, cette étude permettra de retracer l'histoire du patrimoine littéraire national qu'elle a contribué à façonner. Nous mettrons ainsi en évidence la relation entre cette collection et les manuels scolaires en soulignant la circularité et l'interdépendance de ces deux facettes de la littérature pour la jeunesse (Ascenzi & Sani, 2016).

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## **A7 02.1: Archives and Sources**

*Session Chair:* **Elena Zanfroni**, Catholic University of the Sacred Heart of Milan

*Keywords:* Digital archive, photography, deaf, Milan, special schools.

### **Deaf in the Lens: the Photographic Archive of the Pious Institute of the Deaf in Milan.**

**Luca Des Dorides**

Fondazione Pio Istituto di Sordi di Milano, Italy

The use of photos to represent educational experiences is a common practice at least from the beginning of the last century that has left traces on educational practices and methodologies (photos of school buildings, tools or educational scenes). In the 2021 the Fondazione Pio Istituto dei Sordi di Milano has started a reorganization project of its photographic archive relating to the life of the Istituto Sordomuti Poveri di Campagna di Milano from 1852 to 1994. This project has created a first fonds of 352 photos that concern the life of the institution between 1852 and 1967 with the aim of filling a serious documentary gap in the documentation relating to the history of education of deaf people in Lombardy (1852-1967). This first collection was digitized, catalogued and included in the portal of the Information System of the Lombardy Region – SIRBeC. It is now available to the public in digital format and accompanied by cataloging cards F and AF realized by the *Central Institute for the Union Catalogue - ICCU of Italian Libraries and Bibliographic Information*. A second group of over 350 cataloged photos is expected in 2022. It is a fundamental documentation for the history of the Italian Deaf education because it concerns the era of the special school for deaf and their overcoming resulting from the so-called "inclusion law" (Law no. 517 of 1977). This material, among other things, allows us to refine our considerations about the public image of deaf people in the era of the institutionalization of deaf people. This image has been very little studied and the reference sources are mainly those relating to the sector-specific press focused on two main roles: "the unhappy one" and "the benefactor". According to this narrative script, Italian press represented deafness by systematically resorting to rhetorical terms and constructions that confined deaf people in subordination. A second aspect, less evident, concerns the participation of deaf academics in research. Today, a greater presence of deaf people in the academic world make it possible to involve deaf people in the investigations about their past to develop a deaf perspective on it. But not much attention has been paid to who and how the data collected will be use, and even less has been placed on the impact that the construction of research tools can reduce power imbalance between written and not-written sources. There is a real power imbalance between deaf and hearing researchers and between written and visual sources, research directions and heuristic tools based on suitable materials need to be developed with greater commitment so that deaf students and academics can express their full potential. Photo archives can offer tools to reinforce the use of autoethnography to create new ways of collaboration between deaf and hearing. The aim of this paper is to illustrate the solutions adopted for the realization of the Archive and the first considerations on the photographic material in the archive.



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*Keywords:* Family and disability, Historical perspective, Cultural changes, Main milestones in inclusive process, Human rights

### **From The Institutionalization Of The Child With Disability To The Active Advocacy Of Parents: Historical Evolution And Cultural Challenges.**

Elena Zanfroni, Silvia Maggiolini

Catholic University of the Sacred Heart of Milan

Family plays a very important role in the education process of a child with disability. The consideration of the person with disabilities has been modified by social, economic and cultural changes not only at a social level, but also within the belonging family context. In particular in western countries, since 1950, a progressive transformation has been shown in care practices and in the perception of the specific condition of fragility experienced differently by each member of the family group.

Basing on the main studies of psycho-pedagogical literature (Farber, 1959; Hamill&Bartel, 1975; Erickson M., Upshur C.C., 1989), it could be found a shifting in the parents' role, from child's «simple» guardian to the caregiver one. This figure plays a fundamental role and, often, is characterized by proactivity in the realization of child's life project and in the activation of effective educational contexts in order to support his development and learning process. In this study, we will retrace the main historical stages of this transformative process in western world and we will highlight the main elements that have been particularly decisive and have contributed to define the full assumption of responsibility by individual parents and by each family member. This goal has been reached thanks to a series of changes and a rich season of studies that have contributed to set up cultural and normative scenarios, the scene of new inclusive practices. Farber (1959) emphasized how, in the 1950s, institutionalization represented the dominant approach to the care of persons with disabilities. This paradigm has undergone radical transformations and has highlighted the need to rethink the parental role, enhance unexpressed skills and gender specificity through the promotion of forms of social generativity. In the past the stay in the family of an adult with disability was considered, in most cases, a solution not viable. Parents often lacked knowledge and strategies and lacked adequate support and assistance in understanding how to live everyday with a disabled child. It becomes, therefore, interesting to understand, in a historical key, what have been the many and complex factors that have promoted a process, still in progress and that have helped to consolidate the instances for the promotion of inclusive practices and scenarios increasingly consolidated.

We could find some factors that contributed to promote the cultural changes mentioned above. In order to give some examples we could consider: international documents, that formally recognize human dignity and rights, (Universal Declaration of Human Rights, 1948; UN Convention of the Rights of People with Disabilities, 2006; The Salamanca Statement on principles, policy and practice in special needs education, 1994), national laws about school integration and inclusion, some evidence from research, cultural movements (The Independent Living Movement, 1972, The Disabled People's Association, 1986, Disability Studies).

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*Keywords:* health science textbook, personal hygiene knowledge, at the turn of the 19th and 20th centuries

### **Examination of Health Textbooks in Terms of the Content of Personal Hygiene Knowledge**

Henriette Pusztalvi

University of Pécs, Hungary

Teachings and advice on maintaining health have been a phenomenon in every historical period since the spread of literacy, which we can trace in our written memories. At the end of the 18th century, the widest possible knowledge of health knowledge began to spread among the bourgeois population, but medicine also underwent tremendous development during this period. The new paradigm, according to which it is easier to prevent the disease than to cure it, has also become known due to the increasing use of compulsory education. The challenges of everyday life have made health education increasingly essential. The aim of our study is to reveal the personal hygiene knowledge that was given a prominent place in health education during the chosen period. We consider textbooks as a source and in the course of their analysis we focus primarily on the content elements for their quantitative and qualitative appearance. Furthermore, we want to analyze in which structural unit they are located. In our analysis, we examine the personal hygiene content associated with an infectious disease, in which we wonder what forms of control were considered acceptable. Our analysis showed that the contents of personal hygiene appeared in all chapters and were mainly tied to maintaining the healthy functioning of the human body. In the topics of laundry, dressing, housing, nutrition, you will find examples. Emphasis is placed on the dangers of controlling infectious diseases, recognizing the described diseases, and describing how they spread. We do not find any difference in the content intended for different age groups, but it can be said that all books emphasize people's personal responsibility.

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*Keywords:* Body, Taking care, Physical education, Democracy, Uruguay

### **Taking Care Of One's Own Body: Strategies Of Physical Education In The Return To Democracy In Uruguay**

*El Cuidado Del Propio Cuerpo: Estrategias De La Educación Física En El Retorno A La Democracia En Uruguay*

Cecilia Seré

Universidad de la República, Uruguay



### *Abstract (in English):*

Taking care of one's own body is an issue that, in recent years, has occupied a central place in our daily lives. The pandemic caused by the SARS-CoV-2 virus revealed a sensitivity typical of our contemporary societies: taking care of the body, taking care of oneself, taking care of society. This shift towards the individual, who is attributed the responsibility for his own body, is part of a liberal rationality and then it's deployed with neoliberalism, and clearly precedes the various conditions produced by the pandemic. In Uruguay, a significant modulation can be observed regarding the way in which physical education programs placed on the individual the responsibility of taking care of oneself and, above all, of one's own body. The civic-military dictatorship developed between 1973 and 1985 was characterized, not only by a martial tonic and a strong commitment to discipline, but also by the obligation to participate. Gymnastic festivals and parades were organized through the main avenues of the cities and participation did not depend on the will of those involved. The Sports Federations, at the same time, had the obligation to organize at least one annual sports competition, and it was a few months before the 1973 Coup d'état that physical education was proclaimed as a compulsory subject for secondary education. These three forms of intervention were some of the strategies that not only publicized the dictatorial government, but also ensured the passage of young people through the discipline. The return to democracy in 1985 installed a new logic of operation of the National Commission of Physical Education (CNEF in Spanish), the state organization in charge of managing and implementing Physical Education, Sports and Recreation activities in the country. Based on the analysis of the institutional documents produced by the CNEF between 1985 and 1990 (magazines aimed at publicizing its management, minutes of the weekly meetings held by the Commission, and curricular programs formulated after the return to democracy), changes are found in the form of their proposals, which became oriented to «create awareness» in the population, promoting participation «accessible to all citizens» and ensuring that the practice of physical activities be done «as a voluntary and convinced option» (CNEF, 1990). For this, it was essential to suspend the military character of the interventions, abandoning the traditional forms of gymnastics and seeking attractive sports and recreation proposals. These results are part of an investigation that researched on body-oriented policies in the return to democracy in Uruguay. The emphasis that was given to «conscience», to the self, and the responsibility attributed to the individual, is presented here, showing the Commission's intention to form a citizenship that, not by obligation but by conviction, engages in physical activities offered by the CNEF in public spaces. It is possible to observe a modulation in the discourse of the state organization, a strategy of an economic and political nature that places on the individual the responsibility of taking care of their own body.

### *Abstract (in Language of Presentation) :*

El cuidado del propio cuerpo es un asunto que, en los últimos años, ocupó un lugar central en nuestra vida cotidiana. La pandemia ocasionada por el virus SARS-CoV-2 puso en evidencia una sensibilidad propia de nuestras sociedades contemporáneas: cuidar el cuerpo, cuidarse a sí mismo, cuidar la sociedad. Este desplazamiento hacia el individuo, a quien se le atribuye la responsabilidad de su propio cuerpo, que se inscribe en una racionalidad liberal y se despliega con el neoliberalismo, antecede con claridad las diversas afecciones producidas por la pandemia. En Uruguay puede constatar una modulación significativa respecto a la forma en que los programas de educación física pusieron en el plano individual la responsabilidad de ocuparse de sí mismo y, sobre todo, del propio cuerpo. La dictadura cívico-militar que se desarrolló entre 1973 y 1985 se caracterizó, no solo por una tónica marcial y una fuerte apuesta al disciplinamiento, sino también por la obligatoriedad de participación. Se organizaron festivales gimnásticos y desfiles por las principales avenidas de las ciudades cuya participación no dependía de la voluntad de los involucrados. Las Federaciones Deportivas, a su vez, tenían la obligación de realizar al menos una competencia deportiva anual, y pocos meses antes del Golpe de Estado de 1973 la educación física se proclamó como disciplina obligatoria de la educación secundaria. Estas tres formas de intervención fueron algunas de las estrategias que no solo daban publicidad al gobierno dictatorial, sino además aseguraban el pasaje de los jóvenes por la disciplina. El retorno a la democracia en 1985 instaló una nueva lógica de funcionamiento de la Comisión Nacional de Educación Física (CNEF), organismo encargado de la gestión e implementación de las actividades de Educación Física, Deporte y Recreación a nivel nacional. A partir del análisis de documentos institucionales producidos por la CNEF entre 1985 y 1990 (revistas orientadas a dar publicidad a su gestión, actas de las reuniones semanales que mantenía el organismo y programas curriculares elaborados luego de recuperada la democracia), se constatan modificaciones en la forma de sus propuestas, que pasaron a estar orientadas a “crear consciencia” en la población, promoviendo una participación “accesible a todos los ciudadanos” y procurando que la práctica de actividades físicas se realice “como opción voluntaria y convencida” (CNEF, 1990). Para eso, era fundamental suspender el carácter militar de las intervenciones, abandonando formas tradicionales de la gimnasia y procurando propuestas atractivas de deporte y recreación. Estos resultados forman parte de una investigación que procuró indagar las políticas orientadas al cuerpo en el retorno a la democracia en Uruguay. Se presenta aquí el énfasis que se le otorgó a la “consciencia”, al sí mismo, y la responsabilidad atribuida al individuo, procurando formar una ciudadanía que, ya no por obligación sino por convencimiento, se entregue a las propuestas de actividades físicas que la CNEF procuró desplegar en los espacios públicos. Se trata de una modulación en las discursividades del organismo estatal, una estrategia de carácter económico y político que coloca en el individuo la responsabilidad del cuidado de su propio cuerpo.

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**A1 03.1: SYMPOSIUM**

**The Relational Histories of Objects and Technologies: Exploring Network Assemblages and Constellations.**

**PART 1. Re-Defining Relations: Spaces and Orderings**

*Keywords:* educational objects, educational technologies, relational ontology, networks, constellations

*Chair:* **Marcelo Caruso** (Humboldt-Universität zu Berlin; \*DIE-CINVESTAV, Mexico)

*Discussant:* **Jose Miguel Vargas Pellicer** (KU-Leuven)

This symposium seeks to discuss recent research on educational artifacts and technologies stressing its material and relational quality. In the realm of educational histories, what is known as the “material turn” has given way to significant historiographical changes. While the concept of “turn” tends to simplify complex strands of theories that share not much more than a particular attention to a specific field of practice (Catteuw et al, 2005), it is heuristically helpful to analyze the ways in which educational historiography has shifted towards new topics and approaches. In its contestation of the rather idealistic assumptions about education, teaching, and learning in previous works, the “material turn” has enabled an analytical focus on objects and technologies, including the shaping of educational spaces. This shift has been hailed not only as a necessary complement to the emphasis on ideas, but also almost as an antidote against the shortcomings of a decontextualized history (Lawn, 1999; Meda, 2016). Since this historiographical turn, however, research has tended to privilege the analysis of *singular* objects in its materiality, significance, and performance. For example, attention has been paid to the school desk (Kost, 1985; Schonig, 1998; Moreno Martínez, 2005; Castro & da Silva, 2012), the blackboard (Barra, 2016), the reading machine (Bertucci, 2017), the sand desk (Caruso, 2012), the exercise book (Herman et al, 2008), the globe (Ramaswamy, 2017), the radio, the movie picture and television (Cuban, 1986; Serra, 2011), teaching machines (Watters, 2021; Zabel, 2015), or school uniforms (Dussel, 2005), among others. Evidently, these works were highly relevant in understanding the emergence, design, adoption, and effects of the use of these artifacts, yet the focus on analysing *singular* objects remained prevalent. This symposium seeks to expand this line of enquiry through an approach that inscribes the history of educational technologies within an explicit relational framework, such as it has already been done in studies that analyse the circulation of objects (Goodman, 2019) and their relationships to classroom scripts and interactions (Hébrard, 1995). While one analytical challenge consists in overcoming the tendency to isolate individual objects and materials, one of the problems that arises is to find ways to study objects and materials without diluting them in infinite relationships and entanglements. Strathern (1996) argues against limitlessness and suggests cutting the plurality of relations through identifiable summations, condensations, or hybrids that stop the flow momentarily to enact analysis and then bring flow back. In the symposium, we navigate between the pitfalls of isolated objects and infinite relations and associations. The symposium will also discuss the potentials of particular theoretical concepts associated with relational ontologies. First, Bruno Latour’s concept of actor *networks*, and its associated idea of (re)assembling the social, assumed the relational nature of objects and materials within the social world; the principles of symmetry and the differentiation between intermediaries and mediators have advanced a new understanding of social situations that take seriously the co-presence of objects and materials when constructing the social (Latour, 2005). Second, the epistemic idea of *constellation* by Theodor Adorno dealt not only with the sense of the simultaneous presence of different objects; it advanced rather an epistemic concept in which, “by gathering around the object of cognition, the concepts potentially determine the object’s interior” (Adorno, 2004, p. 162). This conceptualization resists “triumphalist narratives organized around spirit, reason, production, or any other master signifier” (Friesen, 2016, p. 60). With three panels, the symposium explore the potentials of these concepts for a relational approach to the histories of educational technologies in the 19<sup>th</sup> and 20<sup>th</sup> centuries.

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*Presentations of the Panel*

**'The Saving of a Precious Time Hitherto Wasted in Manual Work'. Normal Methods, Schooling, and Teaching Aids in 19th-century Italy**

**Juri Meda**

University of Macerata

Recent studies helped to define the growing incidence of materiality on educational practices implemented within formal learning contexts at the turn of the 19<sup>th</sup> and 20<sup>th</sup> centuries, as evidenced by the wide range of teaching aids that entered daily school use in that period at the expense of traditional teaching practices, based on the verbal transmission of the learning contents by the teacher by means of precise rhetorical devices. However, the causes of the proliferation of teaching aids and their affirmation within the educational context – which in previous centuries used them in a limited way – remain to be determined.

In this paper we will propose some hypotheses regarding the causes of the progressive overcoming of the traditional binomial teacher-pupil relationship, the adoption of an increasing number of educational mediators in learning processes and the consequent affirmation of school materialities, increasingly more central than the cultural capital (teacher knowledge). At the basis of this phenomenon, there is the development of more and more refined teaching aids to support schooling in order to improve the didactic mediation processes previously entrusted exclusively to the teacher, removing the malfunctions deriving from any cultural deficits and emotional gaps and making them as objective as possible, but also subjecting them to contents' homologation for political purposes. During the 19<sup>th</sup> century, the normal method spread throughout Italy (albeit with changing speeds based on the territorial contexts), imposing the teaching style and the

classroom management model functional to the mass schooling processes required by Unified Italy. It allowed to simultaneously transfer the learning contents to multiple subjects, seated to listen to the lesson and to perform the tasks assigned by the teacher. For this reason, the normal method included the adoption of a specific equipment, essential to get simultaneous learning, making the pupils work all together: the *desk* to offer a individual work surface and also to discipline spaces; the *notebook* to offer a paper support for exercises; the *textbooks* to offer standardized contents based on the ongoing state educational programmes. It configured a learning environment organized according to the educational practices that had to take place in it and easily reproducible. Underlying this phenomenon there was a conception of public education typical of a capitalist society, which aimed at maximizing the results of the educational activities carried out in the classroom by teachers, making the learning process more and more effective, based on the principle of the maximum profit for the least possible cost, saving time and energies. It was therefore the simultaneization of learning processes induced by the normal method that encouraged the materialization of didactics, in order to allow all the students to read the same text at the same time and to practice writing together and not one by one on the blackboard. So the need by this school to adopt the aforementioned teaching aids imposed the entry into the school of a culture of consumption opposed to the self-sufficient and artisanal educational know-how, that distinguished the school up to that moment.

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## **The School Grade Re-Assembled – Actor-Network-Theory and the Institutionalization of Age-Grading in U.S. Compulsory Schooling**

**Fanny Isensee**

Humboldt-Universität zu Berlin

Grouping schoolchildren according to their chronological age has become one of the characteristic features of school organization. This organization principle, based on the arbitrary but fundamental differentiation between 'beginning' and 'end' (Luhmann & Schorr, 1990), is manifested through objects such as textbooks, the arrangement of school desks, or models used for particular grades. Yet, questions as to why this grouping principle was favored, how it was institutionalized, and why it has been so resilient still remain. Drawing on pertinent studies that have explored the fruitfulness of an actor-network-theory (ANT) approach (Füssel & Neu, 2021; for history of education see Dussel, 2013), this paper exemplifies how ANT can be utilized to trace the role of specific actants that eventually contributed to the institutionalization of age-grading. From an administrative perspective, grouping pupils according to the age on their birth certificates seems to be the most straightforward method. However, chronological age not only entails age homogeneity – rather, there are other underlying assumptions and further layers that are attached to the age category: a presumed homogeneity of attainment levels and skills as well as an assumed uniformity regarding developmental milestones. To grasp the interconnectedness of these areas of knowledge, a framework informed by ANT can map the ties and networks which formed a particular assembly of actants that paved the way for the expansion of age-grading. This approach conceives age-grading as a concept resulting from a certain arrangement of prerequisites and takes the impact of objects seriously – hereby reframing established explanations regarding the inevitability of age-grading (Tyack & Tobin, 1994; Vincent, 1994;

Helsper, 2000). To explore the fruitfulness of ANT for re-tracing decisions on educational organization principles, this paper investigates developments in New York City's public school system from ca. 1840 to 1920. By considering central objects (e.g. documents and materials) from fields such as education, (developmental) psychology, and school administration, the presentation examines which actants shaped this specific network. Moreover, the contribution explores how these actants formed an arrangement that fostered the implementation – and ultimately the resilience – of the age category in decisions that involved assigning pupils to specific groups. Hence, this paper serves as a contribution that seeks to apply the ANT approach to the field of history of education while also highlighting the assemblage of a specific concept, which found its expression in particular materialities and practices.

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### **'The Old Gurus Have Nearly Died Out'. Colonial Objects and the Repositioning of Teaching Roles in the Early British Raj**

**Marcelo Caruso**

Humboldt-Universität zu Berlin

When the colonial government in India conducted an extensive survey of the state of education in 1882, it also intended to somewhat consider 'native opinion'. The editor of the Calcutta newspaper *Hindu Patriot*, Kristodas Pal, declared in front of the committee the virtual extinction of the 'old gurus' (Education Commission, 1884, p. 294). This was by no means a kind of spontaneous fading out. Colonial educational policies in all provinces looked to replace the old gurus with a new group of teachers trained in novel normal schools (Allender, 2013; Mangal, 2020; Nayeem, 2010/11). Historiography about colonial India has stressed the impact of new pedagogies in overcoming the traditional schemes of schooling, including the traditional role of teachers (Sengupta, 2011; Seth, 2007). Following this, new representations of education and new forms of knowledge to be included in schools let the old gurus look like outdated practitioners. In this presentation, I ask whether the slow process of divesting them of their traditional authority was only a matter of concepts and representations. Following the methodological idea of constellations, I discuss the possibility whether the introduction of new pedagogical objects and technologies may have played at least a complementary role in this process.

One major feature of the thinking in constellations is the idea that objects and 'identities' are intrinsically historical, never completed, always included in a permanent process of becoming (Hoffmann, 1996, pp. 249-254). Constellations as a specific perspective about the social world implies that these objects and identities are also structurally 'incomplete' because knowing about their becoming should consider them as not isolated identities. In this vein, the contribution will present traces of the impact of new objects and technologies in the colonial situation that may have re-positioned the old gurus in the school setting. Following the idea of the epistemic functions of materials and objects (Giesecke, 2006; Ramaswamy, 2017), the replacement of old gurus may have been initiated on a rather material level when new objects and their respective built-in programs altered the usual course of things in Indian elementary classrooms. Focused on changes at the elementary and primary level, the contribution will assess the impact of the introduction of textbooks and the multiplication of materials related to writing and recording as crucial developments in de-authorizing the work of the old gurus (Bellenoit, 2012; Kumar, 1988; Mukherjee, 2017). Whereas teacher education and new pedagogies certainly contributed to this process, the impact of new materials and objects may have been still higher since these materials spread at a quicker pace than the long-term effects of sluggishly developed teacher education. While the contribution will heavily rely on traces from the colonial archive, it will also include some insights from vernacular materials such as early handbooks for teachers.

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## Spaces and Materialities for New Paradigms in Biology: the Development of the Laboratory Classroom in Early 20th century Spain

Jose Pedro Marín<sup>1</sup>, María José Martínez Ruiz-Funes<sup>2</sup>

<sup>1</sup>Universidad Complutense de Madrid, <sup>2</sup>Universidad de Murcia

Throughout the development of biology as an academic and scholarly discipline, we witness a transformation of the space and the scientific-pedagogical materialities based on the gradual introduction of new scientific paradigms. In the mid-nineteenth century, natural history began to be displaced by experimental biology as the center of life sciences, proposing to reveal the functions of living beings in the laboratory through the use of instruments and controlled physiological experiments (Strasser, 2012). Physiology has been widely viewed as the first of the modern biological disciplines to emerge from traditional approaches to the phenomena of life embodied in natural history (Kremer, 2009). In addition, an important conceptual shift occurred in natural history from a detailed descriptive knowledge of species by classifying them into a taxonomic "system of nature" to an analysis of nature itself perceived as a complex system (Nyhart, 2009). Within the new paradigm of experimental biology and the euphoria unleashed by scientific improvement and the progress made in the beginning of the 20th century, some of the old cabinets of the chairs of Natural History in secondary education institutes, university classrooms and normal schools gave way to new spaces for experimental teaching. We look into the evolution of these spaces and their materialities to see whether the introduction of experimental practices took place or not. As a case study we propose to show the process of change in Spanish classrooms in the first third of the 20th century. In some of them we will find the adaptation of old spaces such as cabinets and museums, and in others cases the introduction of laboratory classrooms. The new instrumental material (microscopes, microtomes, binocular magnifying glasses and projectors, among others) shared the space with innovative special furniture for experimental practice from a new line of products appearing in the catalogs of commercial houses (Moreno and Marín, 2020). We analyze how the new space for experimental teaching was structured by consulting descriptions in pedagogical works and in the manuals of science teachers (Comas, 1937; Arévalo, 1914). This line of work is framed within studies about science in the classroom through a historical perspective and the study of the material and visual culture of the school, allowing us to have an analytical approach to both objects and technologies as well as the configuration of spaces. According to Antonio Viñao (2006), the history of school disciplines studies the emergence and introduction of such disciplines in the courses, their evolution through the regulations that organize them, the practices and exercises that give them their identity and the manuals that structure their teaching. The analysis of these elements requires a methodical review of the annual reports of the educational centers, the inventories and manuals, as well as other alternative sources of great documentary value such as photographic records, plans of the laboratories in the classrooms and commercial catalogs of manufacturers and publishers of educational materials.

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## A2 03.1: Teaching and Society (2)

*Keywords:* Infant school, Italy, XIX century, Tuscany

### **Schoolhouses as Pedagogical Tools . Infant Schools in Pisa and Leghorn in Sixth Century.**

Angelo Gaudio

University of Udine, Italy

Infant school is a pedagogical tool based on an organized educational intentionality of the time of children deemed to be in need of educational care and rudiments of education. In this context, the building where this tool is implemented is itself a pedagogical object. The kindergarten movement developed in northern and central Italy starting in the late 1820s under the guidance of liberal priests, first of all Ferrante Aporti who had been a fellow student and correspondent of Joseph Wertheimer, translator of Samuel Wilderispin's *The infant system for developing the intellectual and moral powers of all children from one to seven years of age into German*, and with the support of aristocratic and bourgeois social networks in some urban contexts. This model of associated charity has an unstable economic basis and must necessarily make use the premises rented or granted free of charge. A stage in the consolidation of this movement is the extension of the model of philanthropy associated with the financing of the construction of new buildings born with original educational intention. In the case of Pisa this happens in the context of a society that was born around a Genevan philanthropist Matilde Calandrini and Luigi Frassi who died early and around the myth of his memory. The construction of a building born as a infant school only took place at the end of the nineteenth century, between 1893 and 1894. In the case of Livorno, on the other hand, the first construction of a new building by the infant school society dates from 1856. A particular case is that of the construction of a new building on the initiative of a single benefactor who was also its designer, Carlo Grabau, an exponent of that cosmopolitan bourgeoisie that constituted the core of the business world of the city, a pluricultural and pluri-confessional free port since its foundation, where the first promoter of the infant school was the German Protestant Mayer, but trained in the local municipal schools run by the Barnabites. The model appears the one present in Jean Denis Marie Cochin *Manuel des fondateurs et des directeurs des premières écoles de l'enfance*, connues sous le nom de salles d'asile but there are also some traces of local reflection on some of Enrico Mayer's writings. School building in Italy was in its infancy even more than in other countries, but in any case the very idea of a building born as a infant school was an important thing because it expressed a long-term planning tending to give birth to an institution and transforming a philanthropic society into a charitable institution.

In the case of Leghorn (Livorno), the work will be based mainly on contemporary printed sources, while in the case of Pisa the archive of the infant schools society is still preserved and can be consulted at the archival centre of Scuola Normale Superiore.

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*Keywords:* Picturebooks, primers, early education, printing activity, URSS, 1950-1960

## **Pictures Books and Primers for very young children to Play and Learn in the USSR After WWII**

Dorena Caroli

University of Bologna, Italy

Picture albums and primers can be considered the main effective paedagogical tools for learning not only the alphabet and cultural and ideological norms but also for playing and socialising between very young children. In the Soviet Union this was the case for the post-war period, in particular for the decade of the 1950s and 1960s because the educational and literacy process had experienced interruptions and the organisation of nurseries and pre-school institutions was still slow after the war destructions. The purpose of this presentation is to reconstruct the history of the illustrated books and primers from an interdisciplinary point of view, taking into consideration the educational, didactic and ideological and also the technological aspects of printing activity. Indeed, after the war years, it was urgent both to make children overcome the traumas of war and to restore confidence in the future, but it was also necessary to reorganize all the technological aspects of the publishing activities. For this reason, some of the most popular illustrated albums, primers and reading books will be presented in the first part and in the second parts in order to show that old and new books coexisted. They become the main tool for the regime's pedagogy which made very young children participate in its changes: compared to the past, the image of the child became more traditional, with gender differences, but always aimed at building autonomy in the growth process, often in the absence of adults but in the company of peers/»little comrades». Stalin's myth of a happy childhood acquired new characteristics of a fairy tale world in which communist symbolism was diluted. As with the content of the primers, the pages of the illustrated books immersed children in a world full of references to daily life and in the family, preschool and school life. The third part will study the technological process of printing thanks to unknown archival documents: while the primers were considered more urgent and were printed immediately after the war in the German occupation zone, the printing of pictures books begun later, at the beginning of the 1950s, thanks to the importation of printing machines from abroad. This presentation would be both a contribution to the history of early education and to the history of publishing activity for very little children.

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*Keywords:* Textbook, teaching, education, illiteracy, republicanism

## **Cartilha Maternal: a Tool to Reduce Illiteracy**

Elsa Rodrigues

Museu João de Deus, Portugal

*Cartilha Maternal* is a textbook published by João de Deus (1830-1896) in 1877. He sustained that teaching reading should be rational, therefore, it should respect children's initiative and logic; it should stimulate the student's interest, presenting familiar words, satisfying their desire for fulfillment; and it should be taught in a family environment. Despite his initial purpose of teaching reading in a family environment, his textbook quickly became popular and therefore was widely accepted and adopted by teachers in state primary schools, in colleges as well as by private teachers. This paper aims to elaborate about the educational and cultural value of *Cartilha Maternal* since this textbook was used in different supports, in different schooling contexts and during different political regimes, throughout 145 years. Relatively about the supports, *Cartilha Maternal* was printed in wall charts, in 1/8 scale, and in a large-format according to the teaching and learning contexts. Along the years, thousands of students learnt how to read attending mobile schools, others by studying at João de Deus Kindergartens, others by attending catholic missions that not only evangelized but also alphabetized indigenous people in Africa, or just by attending a primary school. On the other hand, since *Cartilha Maternal* is based on a phonetic system, it was easily adapted to other languages, namely to French, Spanish, Mandarin, Maratha, Konkani, Umbundu and Kimbundu, becoming a useful tool to combat illiteracy in the Portuguese overseas provinces, such as Macau, Goa, Angola and Mozambique. In addition to that, from 1878 *Cartilha Maternal* had been successfully adopted in Brazil among school communities and it reached to the point of having a huge circulation of counterfeiting samples of *Cartilha Maternal* in schools and a large dissemination of textbooks from other authors based on João de Deus' phonetic, syllabic and didactic system. However, to understand its longevity it is also necessary to analyse the legislation throughout the various political regimes (Monarchy, 1st Republic and Estado Novo) to reach the conclusion that

sometimes regimes supported *Cartilha Maternal* by determining that this textbook should be adopted in state schools and João de Deus methodology should be taught in training teachers schools and in other occasions the regime was not in favour of this textbook, issuing legislations to ban it from schools or not recommending its use. In any case, the most effectful way to promote *Cartilha Maternal* was through the private initiative of Associação de Escolas Móveis pelo Mé-todo João de Deus, an association founded in 1882, that still exists nowadays under the name Associação de Jardins-Escolas João de Deus. That association currently counts with 42 kindergartens in Portugal and still promotes *Cartilha Maternal* and trains teachers by João de Deus methodology. An overview will be given on these subjects because *Cartilha Maternal* is far more than just a textbook. It gained intangible value.

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*Keywords:* preschool education, alternative methods, Romanian kindergartens, socialist policy, pedagogical programme

### **The Romanian Socialist Educational Policy and Its Effect on Today's Preschool Education**

Erzsébet Habinyák

University of Pécs, Romania

The quality of education, innovation and the variety of alternative methods play a particularly important role in today's kindergartens in Romania. This attitude completely contradicts the socialist conception. In order to reconstruct the socialist early childhood approaches I turned my attention to the strongly centralized Romanian education system. I got an overview about the social and political background, and the way they affected the operation of kindergartens, the methods, contents used by teachers, and the preservation of the institutions.

My aim is to get an overview on the way several characteristics from Romanian socialist education system and methodological practices changed with time into the alternative de-centralised one. The aim of my research is to identify and present the major changes that have occurred in early childhood education after 1989, and examine how alternative pedagogies have gained ground in Romanian education. Alternative pedagogical programmes such as Waldorf, Step-by-step, and Montessori have found their way from Western Europe into the Romanian educational system and have brought about innovative methods and elements. In the first years, alternative institutions worked without a legal basis. I have provided information on the teaching methods and tools used in that period, which were passed on and are still used in



today's preschool education. The endeavours of the pedagogical reforms after the Revolution and their effects on pre-schooling also play an important role in the better understanding of the development of kindergartens. Source identification, unstructured interview, historical source examination and comparison played a central role during my research. I compared important research results from the point of view of the Romanian socialist history of education with the current situation of today's kindergartens in Romania, using the sources and methods of education history, as well as the aspects of the comparative education science. I did an interview with senior kindergarten teachers who worked before and after the revolution. They experienced the changes in everyday work. In this way, I have formed a rich and detailed picture about the major changes. I analysed in details the educational laws and regulations that appeared after the Revolution. Using the comparison method, I identified those common elements that – transcending time– can still be found in today's pre-school education in Romania.

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## **A2 03.2: Curriculum and Teachers**

*Session Chair:* **Panagiotis Kimourtzis**, University of the Aegean

*Keywords:* Keywords: Vocational education and training, curriculum reform, upper secondary education; citizenship education; Swedish democratisation

### **Vocational Teachers' Perspectives on The Democratisation Efforts of Swedish Post-war Curriculum Policy for Upper Secondary Vocational Education**

Carin Fröjd

Örebro Universitet, Sweden

The aim of this presentation is to explore how the Swedish post-war democratising ambitions were perceived and interpreted from a vocational teacher perspective, in the case of the vocational school form - the *Workshop School*. Post-war Swedish vocational education has often been considered an international exception, because of its ambition to integrate and reduce differences between higher educational preparatory and vocational education (Dobbins & Busemeyer, 2015). In the early 1950s, integration within vocational education was argued for, partly motivated by the role education was ascribed in educating the youth within and for democracy as well as economy. Which conception of democracy that was prioritised in policy documents and general debates respectively, has, however, undergone decisive changes since then (Ledman, 2014), which have had impacts on the expectations and curricula imposed on vocational education. Earlier research has documented how conflicts and alliances between different societal interests such as governments, industry and labour unions were a driving force in the development of different kinds of vocational education (Lundahl, 1997; Pettersson (2013); Olofsson & Thunqvist, 2018). The most remarkable results of these conflicts were the curricula of Lgy70, Lpf94, Gy11 which differ considerably from each other in their image of the future citizen, and subsequently in the goals and contents of vocational education expressed by them. Previous research, however, rarely features the perspective of vocational teachers regarding these conflicts and changes. This gap in research is what this presentation focusses on, since it is vocational teachers and the subjects they teach, which are at the very intersection of education, democracy, and professional life. There is a tradition to view the content of schooling to be clearly linked to workplace practice; teaching often takes place in close relation to qualifying skills for production, whereby learning often is expected to take material form. As Broberg (2016) has shown, *what* kind of products and *how* they are supposed to be produced have changed correlating with the educational ideals and values over time. Despite this close relation of materiality and learning, previous research has often conceptionally disconnected skills and *bildung*, or practice and theory, which caused the role of vocational subjects in the context of citizenship preparation to be underestimated (Nylund *et al.*, 2020). The exploration of the hitherto neglected teacher perspective on shifts, changes, and expectations in vocational schooling can serve to reconnect these elements and thus contribute to the exploration of Swedish post-war democratisation efforts through and within vocational education. The focus lies in this presentation

on the school form *Workshop School* which was instated in 1918 and had developed its own history and traditions before it was split into several standardised programs with the reform of 1968. Using teachers' journals and teacher Labour union's material I will discuss how teachers themselves understood, interpreted, and reinterpreted the democratising efforts of the reforms of 1968, 1991 and 2009.

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*Keywords:* teaching aids, supervisory tools, learning

### **The Importance of Supervisory Tools in Teaching in Greek Education (19th and Early 20th Century). Decisions-applications-observations**

Efstratios Vacharoglou

Aristotelian University of Thessaloniki, Greece

The supervisory-teaching means and instruments of education are a key axis of reflection in modern education. The textbooks of Philosophy of Education and Pedagogical Science are dedicated to whole sections on the usefulness and utilization of teaching aids in the teaching methodology and education of young people. In particular, new technologies that integrated digital media during the educational process occupied scientists more intensely during the pandemic. In shaping educational policy as well, an important axis is related to issues of teaching aids and instruments and digital technology in education. Finally, the special interest in issues of supervisory media and digital literacy in education is recorded with the circulation of special magazines where modern dimensions of the relevant reflection are touched upon. Based on these data, the historical approach to the issue reflects the evolution of the relevant thinking from the 19th century onwards in Greece. Throughout the 19th century and the beginning of the 20th, the issue of the faculty and the appropriate school space, as well as the teaching aids that should enhance the school space, occupied the state. Through the reports of Public Education inspectors, legislative texts (bills, decrees, circulars, reports of Ministers of Education, autobiographical texts of teachers) recorded the usefulness and utilization of teaching aids in modern teaching in contrast to the sterile traditional metaphor in the school of the past. From these texts, the focus is on issues related to the usefulness of supervisory tools in specific Primary education courses. Students' acceptance, appropriateness and specifications of the school building that includes teaching aids and supervisory tools, shortcomings in relation to the supervisory means as well as the interest or not of the state in the supply of the school units with supervisory means are highlighted. The material resulting from the reports of the inspectors and the legislative texts and that concerns the issue of the school buildings and the teaching instruments of the Primary Education during the 19th century is presented. In qualitative content analysis, the processing of the material is carried out with the research example of construction and specifically of the standard construction, as an attempt is made to identify the most characteristic references in terms of importance and accuracy.

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*Keywords:* Colonialism, curriculum, Indigenous education, social science expertise, educational methods  
**Coloniality, Curriculum, and Models for Educating Indigenous Peoples: Transnational Encounters and Events, 'Education in the Pacific', 1936**

Julie Elizabeth McLeod  
 University of Melbourne, Australia

In recent decades, histories of colonial education have begun a critical dialogue with local and international/transnational histories of decolonisation (Swartz and Kallaway 2018) (Bagchi, Fuchs, and Rousmaniere 2014); Goodman, McCulloch, and Richardson 2009) (Lee and Lee 2020) (Coté 2020). Australasia and Oceania are key but often under-recognised sites in international and inter-imperial exchanges about the future (and education) of colonised subjects in the era of liberal, international and humanitarian imperialism that characterised the early 20<sup>th</sup> century (Anderson et al 2018). Relatedly, to date there has been insufficient recognition of the significant role of social science in settler/colonial rule (Anderson 2002; Paisley 2015). Progressive, mission, and state educational forms during this era drew variously from new trends in (race) psychology, anthropology, and sociology as part of conceiving colonised and colonising subjects amenable to the project of reformed colonial rule appropriate to the modern world, while Indigenous communities themselves engaged in 'education' for a range of purposes and agendas. This paper explores debates about educational models, types of curriculum, and methods of instruction for Indigenous people, as well as strategies for assessing their educability, and does so in reference to the transnational movement and application of social scientific knowledges in the interwar era. Its focus is a 1936 congress held in Hawaii on 'Education in the Pacific', convened by the New Zealand anthropologist Felix Keesing and the colonial administrator Charles Loram, which addressed how to approach the education of native peoples in the region (Keesing 1937). Over a five-week period, questions of educability, adaptation, the interiority of subjects, and forms of knowledge were debated in the shadow of educational progressivism. Framing this conference as an 'event' (Wagner-Pacifici 2017), a series of staged encounters and performances with disruptive potential, I examine the educational ideas, models and practices proposed in papers presented by Australian delegates, drawing out arguments on the promise and pragmatics of educational provision, including debates over specialized or adapted versus common forms of education. These inevitably touch on types of educable subjects along with consideration of the practical and technical aspects of delivering an appropriate education. The professional backgrounds and roles of the Australian delegates demonstrate the range of social science, bureaucratic and technical expertise brought to bear on these questions. The delegates were: William Groves, former head teacher of government native schools, Territory of New Guinea, and then a Research Fellow in New Guinea for the Australian National Research Council; Francis Williams, government anthropologist, Territory of Papua; Norman Tindale, ethnologist, South Australian Museum. The influential anthropologist A.P Elkin, based at the University of Sydney, was a prominent contributor. Methodologically, the paper draws from transnational, translocal and entangled histories of empire and colonisation, and is part of a larger project that seeks to bring to the fore the ambivalences of educational reform in a region marked by settler colonies, their mandates and territories but also the vibrancy of Indigenous community and leadership in relation to educational provision as a right.

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*Keywords:* Diplomas, Ottoman secular schools, coat of arms, religious signs, cultural signs, political signs.

### **Religious, Political and Cultural Elements and Changes in Diplomas from Ottoman to Republic**

Mustafa Gündüz

Ministry of Education, Yildiz Technical University, Turkey

The new western-style military and civilian schools became widespread in the Ottoman State after the 1840s. Besides the course contents, buildings and curricula in these schools, the documentation of the teaching also differed from the traditional practices (madrasah graduation booklet, *icazet*). As a change, a certificate was given in cases of dropping school out, and at the time of graduation, a document called *şehadetnâme* (diploma) was given. Diplomas had abundant symbols describing the state, the head of state, religion, culture, independence and the qualities of the school (coat of arm, flag, sun, crescent, light, scales, weapons, books, notebooks, globes, pencils, mosques, flowers, trees, machines, etc. are the main elements). Diplomas documented the education and knowledge level of persons have also shown the control and influence of the state/power on education with symbols and symbols. The information, pictures, symbols and signs in the diplomas contain meanings about the socio-cultural structure of the state and society. These elements differed and transformed during the Abdulhamid II era (1876-199), Second Constitutional period (1909-1920) and Republican period (After 1923). In this paper, the relationship among religious, political and cultural writings, symbols and pictures in the diplomas given in the modern schools of the late Ottoman period will be discussed. Additionally, it will be emphasized how and why these symbols have changed over time. The sources of this paper are the original documents of that period.

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## **A3 03.1: Educational Media (2)**

*Session Chair:* **Antonella Cagnolati**, University of Foggia

*Keywords:* History of education, Italy; XX century; fascism; educational tools/teaching aids

### **Radio For Italian Children And Schools During the Era of Fascism**

*Radio Pour Les Enfants Et Radio à L'école Au Temps Du Fascisme*

Carla Ghizzoni

Catholic University of the Sacred Heart of Milan

*Abstract (in English):*

During the twentieth century, one of the leading new technologies introduced into the classroom as an aid to teaching was radio. This new medium of communication began to establish itself across Europe and the United States in the early 1920s. In 1924, radio broadcasting commenced in Italy too; the country's first radio station was launched in Rome, soon to be followed by others in cities across the peninsula. Research has shown the spread of radio to be one of the most sig-



nificant events in contemporary history in terms of the impact of new technologies on societal change. In the case of Italy – but the same might be said of other European and non-European states – radio contributed, from the two decades of Fascism onwards, to the country’s transformation into a mass society. Gradually, everyday life – especially in cities – began to revolve around set times and rituals, such as the Sunday football game, listening as a family to broadcasts of music or story readings in the evenings or on public holidays, or radio commercials with catchy jingles. Studies have also pointed up the fascist movement’s use of radio for propaganda purposes. Given the key role played by radio, with its potential to penetrate into homes across the nation and its accessibility – unlike books or newspapers – to all, even the illiterate, it must be acknowledged that history of education scholars have paid scant attention to the medium, despite its contribution to shaping the «collective memory» of the nation. Studies on the origins of Italian radio have mentioned early interest in targeting children and schools, but few have examined this aspect in depth.

The aim of the present research was thus to shed light on one stage in this history, and specifically the so-called twenty years of Fascism, during which two key periods may be identified. The first lasted from 1925 to the early 1930s and was characterized by independent forays into children’s broadcasting on the part of the various radio stations. The second period began in 1933 – when the Ente Radio Rurale was founded – and ended with the fall of the Fascist regime. During the latter phase, the regime sought to centralize radio programming, at the expense of local distinctiveness, while simultaneously striving to get radio into schools as teaching aid and to develop uniform messaging – informed by fascist ideology – that could be broadcast simultaneously to all classrooms, from the North of the country to the South. This paper examines radio programmes for children and schools, as well as the contents of these offerings, by drawing on two magazines – «Radiorario» (1925-1929) published by URI (Unione Radiofonica Italiana), and its successor (from 1930) «Radiocorriere» published by EIAR (Ente Italiano Audizioni Radiofoniche). It also focuses on journals that targeted teachers with a view to encouraging the use of radio in schools for educational purposes. Specifically, it analyses “Trasmissioni radiofoniche per le scuole elementari” (1937-1941) and its replacement “La radio nella scuola” (1941-1943).

*Abstract (in Language of Presentation) :*

La radio figure parmi les nouvelles technologies qui, au cours du XXème siècle, ont trouvé leur place dans les écoles en tant qu’outil d’enseignement. Ce nouveau moyen de communication commence à s’imposer en Europe et aux Etats Unis au début des années 1920. En Italie la diffusion d’émissions radiophoniques commence en 1924, avec l’inauguration de la station de radio de Rome. Peu de temps après, d’autres émetteurs apparaissent dans plusieurs grandes villes du pays. De différentes études ont souligné l’importance que la popularisation de la radio a eu dans l’histoire contemporaine pour ce qui est de l’impact des nouvelles technologies sur l’évolution de la société. En Italie, ce moyen de communication a contribué, à partir de la double décennie fasciste, à l’émergence de la société de masse. Progressivement, la vie quotidienne - notamment dans les grandes villes - s’est organisée autour d’une série de moments codifiés par la radio : le match de football du dimanche, l’écoute de la musique et des émissions du soir en famille, la publicité et ses refrains accrocheurs. Parallèlement, la radiophonie est exploitée à des fins de propagande de la part du régime. La radio s’offre ainsi en tant que média capable de communiquer de façon diffuse et accessible à tous - même aux analphabètes -, différemment des livres ou des journaux. Pourtant, on relève peu d’intérêt pour ce moyen de communication dans le cadre de l’histoire de l’éducation, malgré son rôle dans la création de la « mémoire collective » du pays. Les études dans le domaine de l’histoire de la radiophonie en Italie ont mis en avant l’attention consacrée par ce média aux enfants et à l’école ; cependant, un nombre restreint de contributions a approfondi cet aspect.

Cette étude vise à questionner une des étapes de cette histoire : la radio pour les enfants dans la double décennie fasciste. Dans ce cadre, deux phases distinctes peuvent être repérées : la première, de 1925 au début des années 1930, est caractérisée par l’autonomie des émetteurs. A partir de 1933, avec la fondation de l’*Ente Radio Rurale*, et jusqu’à la chute du fascisme, le régime opère une centralisation de la programmation radiophonique. Parallèlement, il promeut la diffusion de la radio dans les écoles en tant qu’outil didactique. Ainsi, des contenus uniformes et idéologiquement marqués peuvent être diffusés simultanément dans toutes les écoles, du nord au sud du pays. Afin d’analyser les émissions pour les enfants, nous prendrons en considération les revues publiées sous la direction de l’URI (*Unione Radiofonica Italiana*) et, successivement, de l’EIAR (*Ente Italiano Audizioni Radiofoniche*) : le « Radiorario » (1925-1929) et le « Radiocorriere » (à partir de 1930). Nous nous intéresserons aussi aux revues périodiques publiées à partir de la moitié des années 1930 destinées aux enseignants et promouvant l’utilisation de la radio en tant qu’outil didactique dans les écoles. Notamment, nous ferons référence à « Trasmissioni radiofoniche per le scuole elementari » (1937 - 1941), devenue ensuite « La radio nella scuola » (1941 - 1943).

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*Keywords:* Child Psychology, Early Childhood Education, Cinema, Television.

**Effects of Audiovisual Resources on Child Development: an Analysis of Child Care, Psychology and Education Discourses (1930-1980)**

Ana Laura Lima

Universidade de São Paulo, Brazil

The closing of schools in 2020 to contain the covid-19 pandemic created an unprecedented situation, in which children were prevented from physically attending schools. Therefore, a series of emergency remote teaching experiences were carried out for students in all education levels. Faced with the impediment of going out to school, to the park or even to visit relatives, all these activities began to take place in the virtual environment. This situation intensified the concern of families, educators and child development specialists about the interference of technology – computer, tablet, cell phones – in the children's environment and routine. A large amount of information and advice began to be published in magazines, newspapers and virtual platforms on this issue. Paediatricians, educators, psychologists, neuroscientists and other specialists began to assess the benefits and risks of early and expanded use of electronic devices by children during this period, while at the same time seeking to provide guidance to families on how to manage the use of these devices at home.

Despite having been intensified during the pandemic, the concern about the effects of audiovisual resources and new technologies on child development is not new. Childcare, psychology and education discourses dedicated to the study of adequate conditions for child development often referred to this issue. The present paper characterizes the way these discourses deal with the possibilities and potential benefits, but also with the risks represented by technological medias such as cinema and television for the development and education of children. This analysis focuses on 12 books on childcare, developmental psychology and education published in Brazil between 1930 and 1980, a period characterized by developmentalist ideas, the dissemination of the principles of the New School and investments in the modernization of the country. Presents results of the research projects *Effects of the Environment on Psychological Development and on Education: Discourse Analysis* (Institute of Advanced Studies of the University of São Paulo, 2021) and *Knowledge and Practices in Frontiers: Toward A Transnational History Of Education (1810-...)* (FAPESP). It is guided by questions such as the following: how did the authors of childcare, educational psychology and pedagogy books assess the risks and benefits of cinema and television for children's development and learning? What educational potential did they see in these resources and what guidance did they offer families and teachers on how to use them for the benefit of children's education? On the other hand, what warnings and restrictions did they present to their use at home and at school? What risks to children's health and education did they identify in the content broadcast by cinema and television? The investigation shows that the specialists had an ambivalent attitude when it came to thinking about the effects of audiovisual resources on child development and education: while they admired its possibilities, in particular that of holding children's attention and providing access to distant cultures and phenomena, on the other hand they disapproved much of the content shown in films and television programs, which they considered morally inappropriate.

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*Keywords:* Alberto Manzi, Educational television, Educational technologies, 1960s, Italy

### **Alberto Manzi teacher through Italian television (1960-1968)**

*Alberto Manzi Maître à Travers la Télévision Italienne (1960-1968)*

Michele Aglieri

Catholic University of the Sacred Heart of Milan

#### *Abstract (in English):*

On the 3<sup>rd</sup> of January, 1954, television broadcasts began in Italy. The State, through RAI (Radiotelevisione Italiana), considered in those years the radio and television media strategic for the development of the country and for the battle against illiteracy of adults (in Italy about 10% of the population could not read and write). As part of the project called *Telescuola* (active since 1958 on the model of the experiences of other nations such as France, England and the United States), the television program *Non è mai troppo tardi* was born in 1960: from the studios of Rome the lessons were broadcast and on the national territory the PAT (Posti Ascolto Telescuola) were distributed, meaning public places where over 2000 teachers of the Ministry of Education covered the role of tutor for adults who wished to learn reading and writing watching television. The experience of *Non è mai troppo tardi* lasted until 1968, generating great interest and allowing many people to take the elementary school exam (it is said a million, but at the time no monitoring was conducted by RAI or the Ministry of Education). In 1965 the program was awarded by the UN on the recommendation of UNESCO as a great model of the battle against illiteracy. Alberto Manzi (1924-1997), elementary school teacher and educator, pedagogical scholar (he had a degree in pedagogy, passionate about Piaget, Vygotsky and scouting), writer of children's novels, adult educator in South America and author of television and radio texts until the early 90s, he was the anchorman of *Non è mai troppo tardi*. Recruited through a selection of teachers organized by RAI, his communication skills and his teaching skills, adapted to the television medium of the time, which were decisive for the great success of the project, struck immediately. Famous is the use, for example, that Manzi made of the drawing to associate words with images, not allowing immediately understanding of what it would represent in order to intrigue the viewer. He also used photographs and videos and invited famous celebrities that helped him entertaining the audience by taking lessons. In summary, Manzi had understood very well that television could be an educational medium, as long as its characteristics and its formative potential are known, to make school not simply within television but through television. This experience, which allows important reflections on didactic communication and on the values of educational television, in the background highlight a question of which Manzi was perfectly aware: the importance of the possession of the word as an instrument of freedom.

#### *Abstract (in Language of Presentation) :*

Le 03 janvier 1954 les émissions télévisées en Italie ont commencé. L'état, grâce à la RAI (Radiotélévision Italienne) jugeait, en ces années, les moyens radiophoniques et télévisés stratégiques pour le développement du pays et pour la lutte contre l'analphabétisme des adultes (en Italie environ 10% de la population ne savait ni lire ni écrire). Dans le cadre du projet nommé *Telescuola* (déjà actif depuis 1958 sur le modèle des expériences d'autres nations comme la France, l'Angleterre et les Etats-Unis), naissait en 1960 le programme télévisé *Non è mai troppo tardi*: les leçons venaient transmises depuis les studios de Rome et sur le territoire national étaient distribués les PAT (Posti Ascolto Telescuola), lieux publics où plus de 2000 enseignants du Ministère de l'Instruction recouvraient le rôle de tuteur pour les adultes qui désiraient apprendre à lire ou à écrire en regardant la télévision. L'expérience de *Non è mai troppo tardi* a duré jusqu'en 1968, suscitant un grand intérêt et permettant à beaucoup de personnes d'obtenir le certificat d'études primaires (on parle d'un million, mais à l'époque ni la RAI ni le Ministère de l'instruction ont fait un contrôle). En 1965 le programme a été récompensé par l'ONU sur indication de l'UNESCO comme grand modèle de lutte contre l'analphabétisme. Alberto Manzi (1924-1997), maître à l'école primaire et éducateur, référent du MCE (Movimento di cooperazione educativa, inspiré à Célestin Freinet),

érudit de pédagogie, (diplômé en pédagogie, amateur de Piaget, Vigotskij et du scoutisme), auteur de romans pour enfants, alphabétiseur des adultes en Amérique du Sud, et auteur de textes télévisés et radiophoniques jusqu'au début des années '90, il a été le maître-présentateur de *Non è mai troppo tardi*. Recruté parmi une sélection d'enseignants organisée par la RAI, ses aptitudes en communication et ses capacités d'enseignement adaptées au support télévisuel de l'époque ont été fondamentales pour le succès du projet. Fameux est l'usage, par exemple, que Manzi faisait du dessin pour associer des mots à des images, ne permettant pas de comprendre immédiatement ce qu'il aurait représenté pour intriguer le spectateur. Il utilisait aussi des photos et des vidéos, il invitait des célébrités pour l'aider à entretenir le public faisant un cours. En résumé, Manzi avait très bien compris que la télévision pouvait être un support pédagogique à condition de connaître ses caractéristiques et son potentiel de formation, pour enseigner non seulement dans la télévision mais à travers la télévision. Cette expérience, qui permet d'importantes réflexions sur la communication didactique et sur les valeurs de la télévision éducative, nous parle d'une question dont Manzi était parfaitement conscient: l'importance d'avoir la parole comme instrument de liberté.

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### A6 03.1: PREFORMED PANEL

#### The Global and Local Political Project of Secularization and Modernization Through Education Reform and Its Technologies, Objects and Forms

*Keywords:* Secularization, modernization, global/local, technologies, education reform

*Chair:* **Mette Buchardt** (Center for Education Policy Research)

*Discussant:* **Daniel Tröhler** (Dept. of Education, University of Vienna)

Since secularization as a research paradigm was increasingly found inadequate from especially the 1990s (e.g. Swatos & Christiano 1999), historiographic education research has challenged the dominating 20<sup>th</sup>-century progressive narratives on modern schooling, and pointed to how religion has played a role in modern European and as well as North American educational effort. This has resulted in not least research on how religion, especially in the form of Protestantism, has been used and transformed in the modern civilizing mission of schooling, in nation-building through schooling and in the languages of education, and as such circulated globally. The concepts of modern schooling that developed in Europe and North America from especially the mid-19<sup>th</sup> century onwards are increasingly recognized as having been part of transforming and reinforcing religion globally from colonialism to present-day politics of globalization (e.g. Popkewitz 2011, Tröhler 2011, Buchardt 2016). Historical scholarship has since especially the 2000s in continuation suggested that the picture of a sharp differentiation, when it comes to divisions between religion and state-driven education and its connected knowledge corpuses in the form of pedagogies and education theory, is not adequate. The relation between religion, education and state also post-19<sup>th</sup> century developed in a far more complicated manner.

Rather than seeing modern schooling as increasingly secularized in the meaning of separated and cleansed from religion from 19<sup>th</sup> century onwards, it might make more sense to understand educational modernity as what historian of education Fritz Osterwalder has described as a sacralization of education that accompanied educationalization of the public sphere (Osterwalder 2006). Education historical scholarship post *Secularization, R. I. P.* (Stark 1999) leads to questioning, not *if* secularization in the meaning of institutional division took place, but rather *what secularization as a political project contained*: Which strategies? Which technologies? Which forms? Which objects including pedagogical objects? Also it invites us to reconsider what research into religion and state within the field of history of education – in interdisciplinary overlaps with political history and historical religion research – has contributed and can continue to contribute. A core question when approaching education as an arena for battles around and negotiations of the political project of secularization is how education reform has functioned as an arena for secularizing efforts and which new educational and pedagogical forms it created. This calls for further exploration of the relation between education politics and secularization politics,



a task this panel takes on. The point of departure for the panel is the methodological discussions within the subfields of comparative history, world history, transnational history and – latest – global history, of how to understand phenomena such as “Enlightenment” – a concept and historical monument deeply connected to the notion of secularization. Is “Enlightenment” and “secularization” to be understood and explored as European phenomena that spread worldwide – as claimed in a so-called diffusionist view? Or should such phenomena rather be understood as different and contextual reactions to similar circumstances, as local mobilizations related to global conditions – as in a “globalist” view (e.g. Conrad 2012, 2018, Sorkin 2008, Buchardt & Fox 2020)? The session will approach these discussions through papers that cover early modern to modern France, the Osman empire to the Turkish republic and mid-20<sup>th</sup> century Spain and Denmark. On this basis the panel aims to shed light to how secularization- and education reform interacted and which new technologies and formats, including pedagogical formats it created.

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### *Presentations of the Panel*

## **Replacing Priests with Doctors? The Medicalization of Education in France in light of Secularization Theses**

**Sophie Pia Stieger**

Dept. of Education, University of Vienna

From medieval proverbs warning that “where there are three physicians there are two atheists” to contemporary debates linking the rise of modern medicine to processes of secularization, medicine has a long reputation of being at odds with religion. France, as cradle of modern medicine and prototype of a secular nation, lends itself as a case study to further explore the question *if* and *how* the medicalization of education was historically linked to secularization. During the 19<sup>th</sup> century, the French medical field was often suspected of wanting to put the doctor in the place of the priest. Educational reformers not only propagated medical inspections of school buildings and health education, but also considered medicine as a scientific and secular authority in educational debates (Parayre 2011). This paper, however, goes further back and explores the second half of the 18<sup>th</sup> century when medical reasoning became relevant in political debates (Quinlan 2007). This period set the stage for the later (ideological) association of medicalization and secularization which shaped subse-

quent educational discussions and reforms. My investigation begins with a mid-century series of educational manuals that propagated “medicinal education” for children, discussed bodily self-control and emphasized health as precondition for morality (e.g., Le Camus 1753, Brouzet 1754). Using these sources as the point of departure, firstly, the paper analyzes early intersections of educational and medical reasoning to explore how the medicalization of education predated secularization efforts in the knowledge production of pedagogues, physicians, nuns and priests. Secondly, it is explored how medicine then came to be placed in the service of secularism within the context of the so-called *medical enlightenment* (Williams 1994, Brockliss/Jones 1997). With the professionalization and expansion of the medical field in France, an unprecedented optimism in medicine as a tool of social reform spread amongst French intellectuals. Medicine came to be envisioned as a holistic *science de l’homme* and elevated by many to queen of the sciences – a status formerly ascribed to theology (ibid.). By the end of the century, the narrative of medicine as being a wholly secular affair, detached from religious belief and even opposed to the Catholic Church, became dominant. My paper aims to make sense of this shift. Inspired by Foucault (1963, 1969, 1977/78), the source material is examined through a discourse-analytical lens to make visible processes of discursive delineation, the creation of new ideological oppositions and reorganization of fields of knowledge in reaction to historically contingent events and power struggles. The paper concludes with a revisitation of contemporary secularization theories and discusses their application to the medicalization of education in 18<sup>th</sup>-century France.

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## **Taming Religion by Nation: Educational Nation-Building and the Shifting Role of Islam in Relation to Ottoman and Turkish Language Policies**

Kevser Muratovic

Dept. of Education, University of Vienna

It is generally acknowledged that language and script reforms have played an important role in the secular self-understanding of the Turkish Republic since its inception. Accordingly, it seems not by chance that in 1961 Turkey placed “The law about the acceptance and application of the Turkish letters” from 1928 under constitutional protection. As a result, the language regime was classified as one of the eight revolutionary laws codifying the main secular values on which the Republic of Turkey was built (Ertan 2007). This linked the simplification of the old Ottoman language to the secularization of the Turkish nation-state. The paper challenges this nationalist modernization narrative by pointing at the ambivalent role of Islam within the discourse of language simplification in the multiethnic Ottoman Empire and the nationalist Turkish Republic that emerged from it. In post-Ottoman historiography, the official portrayal of religion, and Islam in particular, as a serious threat to the newly established secular nation-state was one of the cornerstones for circumventing the Ottoman past as inglorious and pre-modern. However, in more recent research the denial of continuities has been highly contested by source-based historical research (Provence 2017; Meeker 2001), as has the dichotomy Ottoman-backward-religious and Turkey-modern-secular (Aymes et al. 2015; Heilo & Chovanec 2021).

In this paper I explore the ways in which educational discourses on the simplification of the Ottoman/Turkish language in the 19<sup>th</sup> and 20<sup>th</sup> centuries display a shifting intermingling of Islam, nation(-state) building and secularization. To this end, I want to proceed in four steps: First, I will trace the discourse on language simplification in the Ottoman period by analyzing the policies of Münif Paşa (1830-1910) as Ottoman Minister of Education. I will then focus on the transition period from Empire to Republic by examining the 1911-released booklet by a well-known publisher of textbooks in both the Empire and the Republic, titled “Are we in need of language purification.” Thirdly, I will deal with the Republican era and therefore with the actual law about the change of the alphabet of October 1928. Here, the discourse is unearthed by archival documents from 1927-1929 from the Turkish Ministry of Education. Additionally, Mustafa Kemal’s grand tour

through Turkey as the nation's head teacher will be leading for my research. Finally, I would like to conclude by contrasting the three discourses on the Ottoman/Turkish language simplification that was educationally enacted, thereby displaying a renegotiation of religion's role in society. Methodologically, to clarify my question, I will draw on Casanova's (2009) post-colonial approach to secularization as a specific Euro-Christian political experience and on Asad (2003), who describes secularization not as the disappearance of religion but rather as an intersection with it – in different ways and in different contexts. Drawing on this methodology, the paper will trace the discourse on education, which is considered a mainstay of modernization in both the Empire and the Republic. This is not only revealing in terms of continuities, but also provides new insights into secularization trajectories in a culturally Muslim region.

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## **Reconfiguring Religion and State Through Education? A Mid-20th Century Comparison of Education Reform in Social Democratic-Liberal Denmark and Falangist Spain**

**Simon Holleufer, Mette Buchardt**

Centre for Education Policy Research, Aalborg University

The modernization of the European states from late 19<sup>th</sup> to early 20<sup>th</sup> century meant different types of models for state-religion relations, and reform in the education system became a political tool in this context (Buchardt 2022). While Third Republic France and the young Turkish republic have often been studied in this respect, less attention has been paid to the less obvious country cases, such as Lutheran Denmark, a constitutional monarchy with democratic parliamentarism, which throughout the 20<sup>th</sup> century was governed not least by the Social Democratic Party and Liberal parties, and Catholic Spain, from the late 1930s and up until the mid 1970s governed by fascist dictatorship. Also, previous scholarship regarding secularization and/or reintegration of religion and state has primarily been focused on the period from the mid-19<sup>th</sup> century and up until the mid-20<sup>th</sup> century, whereas less attention has been paid to the mid-20<sup>th</sup> century reforms in education following WWII, and which educational and pedagogical strategies and forms this was part of creating.

In Denmark, the juridical connection between the school and the Lutheran church was loosened, but from especially the 1930s also reconfigurations of religion as history and culture of the nation appeared in curricular and education reform work (Buchardt 2013). In Spain, from the late 19<sup>th</sup> century the church was losing domain with regard to education (Domke 2011), but education reforms following WWII under Falangist rule meant new political investments in religion as a national matter (Sayavera 2016, Fernández 2021). With the Spanish educational reform in 1945 (*La ley de Educación primaria*) (Franco 1945) and the Danish 1958 reform – a compromise between Liberals and Social Democrats – as empirical point of the departure, the paper will address the following questions: In what ways was the relation between religion and the nation, the state and the demands to citizens addressed in the two reform processes? To what extent can respectively the Social Democratic and Liberal reform ideas and the Falangist reform efforts be said to follow comparable paths when retooling and repoliticizing religion through education reform? And in what ways do the ideological and pedagogical forms of knowledge that appear in the reform work intersect with the confessional landscape of the country cases under study? The paper is methodologically based on a global history approach, addressing the question of religion/state and secularization/modernization as a global challenge with varying local appearances (Conrad 2012, Buchardt & Fox 2020). The source material is the archives surrounding the reform processes; minutes, manuals, law texts and public coverage of the reforms. Theoretically, the paper draws on the double concept of 'confessional languages' and 'forms of governing' deriving from Daniel Tröhler's theoretical framework on the global and national "languages of education" (Tröhler 2011). This double concept will on the one hand be used as an analytical tool and on the other hand be sought further developed in order to make it possible to understand the historical development of the relation between forms of governing, religion and the education system.

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## A6 03.2: Travelling of Educational Objects (2)

Session Chair: **Elsie Rockwell**, Cinvestav-Mexico

*Keywords:* international circulation; book market; commercial strategies; popularization of science; printed materials  
**The international circulation of school artefacts: the *Bibliotheca do Povo e das Escolas* by David Corazzi (Portugal, Italy, Brazil, 1881-1896)**

Diana Vidal

University of Sao Paulo, Brazil

This communication aims at exploring the commercial strategies for printed materials put in place in the later decades of the 19th century, particularly those materials destined to schools and to the popular classes, as well as studying the circulation of these cultural artefacts between Portugal, Brazil, and Italy. For that, I take as a guiding thread the editor David Corazzi and the publication of *Bibliotheca do Povo e das Escolas* (Library of the People and Schools) by publishing house Editora Horas Românticas, founded in Lisbon in 1870. Created in 1881, the collection published twenty-nine series and 237 books along 42 years, distributed in Portugal, Brazil, China, and other countries in Europe and Africa. The first two volumes had editions of six thousand copies each. From the third volume onwards 12,000 copies were printed. Numbers went up to 15,000 copies starting with the 10th volume (VIDAL, 2020). The editorial success can be credited to material aspects and to commercial strategies. Dedicated to the popularization of scientific knowledge, the books had sixty-four pages, corresponding to four typography sheets, made in newsprint of low grammage and high acidity; and they were quite affordable. The collection constituted, according to Giselle Venâncio (2005), the first Portuguese experience with a “mass popular” book. Among the strategies mobilized by the editor there were pioneering “advertising techniques,” as Irene Vaquinha and Isabel Vargues (2001) point out when they refer to the system that he implemented of offering gifts and rewards drawn by lotteries to attract the readership. According to Manoela Domingues (1985), the publishing house had at one time 217 foreign correspondents, covering China, Brazil, and countries in Europe and Africa; to those correspondents a sales commission of 15% was offered. The house also targeted the school readership, and had its books adopted by the Portuguese government for use in primary schools and lyceums. On the back cover a note saying, “Awarded the gold medal of the Giambattista Vico Society of Naples,” as well as the surname Corazzi, suggested an Italian connection. Indeed, both in the ideal of offering instruction to the popular classes at affordable prices, and in the number of pages, format, graphics, and content of the covers, the *Bibliotheca do Povo e das Escolas* resembled a contemporary publication: the *Biblioteca del Popolo*. To discuss these aspects, the communication is organized into three parts. In the first, it details the artefact and explores the commerce strategies devised by Corazzi. In the second part, it examines the circulation of editorial models between Italy, Portugal, and Brazil. In the last part, it deals with the marketing of the collection in Brazil, looking also at the Brazilian book market. The research is granted by FAPESP (proc. Nr. 2018/26699-4).

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*Keywords:* intellectual emancipation, translations, textbooks, Jacotot, women educators

### **Transnational Perspectives on Joseph Jacotot's Pedagogical Technology of Emancipation in the XIXth Century**

Rebecca Elizabeth Rogers

Université de Paris, France

The Frenchman Joseph Jacotot (1770-1840) elaborated the rules for what he termed “universal education” in the 1820s in Belgium and France. He acquired a degree of international notoriety in the XIXth century that has attracted scholarly attention, particularly following the publication of philosopher Jacques Rancière’s *Le maître ignorant. Cinq leçons sur l’émancipation intellectuelle* (1987) that was quickly translated into many languages. Jacotot’s pedagogy of emancipation relied on what one could term a technology of learning based on a certain number of rules, notably the importance of repetition, imitation and justification. Textbooks elaborated these techniques for a range of subject matters (reading and writing, mathematics, music and drawing, foreign languages, etc.). Pedagogues in Western Europe directed attention to the methods Jacotot had developed, translating his works into a range of languages, including English, Spanish, German, and Russian. Societies devoted to spreading his ideals emerged in France, while pedagogical journals in numerous other countries described his methods and promoted his mechanics of learning that relegated teachers to the role of “explainers”.

While Jacotot’s theory of intellectual emancipation is often familiar to scholars in education, it has tended to be approached either philosophically, in the wake of Rancière’s study, or through the history of educational ideas with little attempt to grapple with its reception at the time and how individuals put it into action. This paper takes a different strategy in an effort to understand the resonance of Jacotot’s pedagogical ideas within specific historical contexts. In particular, it considers how his ideas travelled, in textbooks, periodical writing or thanks to individual promoters. It also questions the role that women teachers, in particular, played in the spread of his ideas. The transnational approach developed here aims to situate the spread of Jacotot’s technology of learning within the years between 1830 and the 1850s when educational debates about teaching methods accompanied important structural changes in educational systems. An initial section examines the translation history of Jacotot’s texts and ideas within Europe. A second biographical approach considers the individuals who sought to promote his ideals, drawing on secondary literature but also the recently discovered archives of Joséphine Bachellery (1803-1872), a French boarding school teacher who was a recognized follower of Jacotot’s teachings. Her archives allow one to enter a Jacototist classroom and discover students and their teachers in action.

The paper will focus on three national contexts where Jacotot’s methods flourished for a time – Belgium, France and England – while noting as well the conversations his method generated in pedagogical circles in Spain, Germany, Russia and Brazil. The thematic strand on travelling objects offers an entrance into a project that seeks to contextualize the reception and the implementation of Jacotot’s ideas through a two-fold exploration of texts that circulated and of individual pedagogues whose practices received attention thanks to an international circulation of travelers in mid-century Europe.

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*Keywords:* school, state, textbooks, public schools, textbook research

## **Textbooks As Travelling Objects: The Formation And Dissemination Of Social Class In Textbooks and Essays 1860 To 1930 In Sweden**

Johan Wickström, Linn Areskoug, Anne Berg, Esbjörn Larsson

Uppsala University, Sweden

The 19th century educational system in Sweden was socially segmented. Children of the working classes was educated in elementary schools (Folkskola) and children from the middle and upper classes of society was sent to grammar and secondary schools (Läroverk). Thus, the social stratification of society was organizationally reproduced by the school system (Pettersson 1992; Florin & Johansson 1993; Larsson 2014; Sandin 2020). While e.g. research on England has shown that the social class hierarchy was continuously constructed by narratives in school textbooks (Heathorn 2000) the question remains unexplored in the case of Sweden. This paper explores how the parallel school system contributed to class formation by investigating the descriptions of class and class society in pedagogical objects used in the different school forms. We do this in two steps. First, we give examples of how social class and class society was described in different textbooks. Secondly, we investigate the same themes in essays written by students.

Theoretically, we discuss textbooks as a kind of travelling objects with ideological contents and social vernaculars. By investigating the social concepts and images in the textbook narratives, we can analyze how the state offered pupils different social identities in the elementary schools and the grammar and secondary schools. The question of self-identification cannot be studied in the textbooks themselves, which is why we investigate an additional resource, namely student essays (Landquist 1951). Our hypothesis is that the student essays could bear witness to how the pupils transferred the subject matter from textbooks into their own crafting of the world. By this approach we hope to track the ideological path of social narratives from the process of formulating an ideology of a social order in the textbooks, to the reception and textual reproduction materialized in the student essays. The sources used in the paper is Swedish textbooks and students essays from the latter half of the 19<sup>th</sup> century. From the 1860's and onwards, the state undertook actions to promote the production and dissemination of new textbooks, for example Claes Theodor Odhner's and Carl Grimberg's textbooks about Swedish history (Odhner 1870; Grimberg 1906). In the first part of the paper we mainly focus on these widely spread and used books (Granskning... 1887; Torbacke 1993; Wickström 2005). Odhner and Grimberg wrote different versions of their textbook for different school forms. The paper explores how this shaped their narratives so that the main ideological imperative was that the pupils of the elementary schools should identify with individuals from the lower strata of society, while the children (i.e. the boys) of the grammar and secondary schools were supposed to identify with the middle and upper classes. But did pupils reproduce the state shaped visions of the roles of workers and industrialist, farmers or manors, rich and poor, and the relationship between different social classes? Lastly, we indicate how the textbooks "travelled" to the pupils, who read and interpreted its content, and retold the descriptions and images in their essays.

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## A7 03.1: PREFORMED PANEL

### From Biography to Big Data: Methods and Sources in History of Education

*Keywords:* methods, sources, archives, historiography

*Chair:* **AJ Angulo** (University of Massachusetts Lowell)

*Discussant:* **Kate Rousmaniere** (Miami University, Ohio)

This preformed panel explores methods, technologies, and source usage in education history. The papers in this panel examine a wide variety of levels, positions, perspectives, projects, and contexts that target a broad audience seeking new insights into historical methods. As the title suggests, the presentations move from the micro (biography) to the macro (big data). Along the way, these papers aim to share practical and theoretical insights about the historian's craft. Our first panelist, Kate Rousmaniere, draws on decades of biographical research experience to offer a systematic method, or «soft technology,» for approaching an individual subject and its sources. Her paper outlines four milestones—storyline, context, reading, and theorizing—that authors are likely to encounter when engaging in life-writing. This paper systematizes the biographical research processes and emphasizes useful insights for starting, maintaining, and completing a biographical study. Our second panelist, Madeleine Michaëlsson, shares historical insights into her work on Attention-Deficit/Hyperactivity Disorder and its relation to education. She begins with past perceptions of self-control, focus, and attention, and how those perceptions translated into moral and non-moral judgements. Michaëlsson then describes her use of summary-level data from the Genome-Wide Association Studies (GWAS) to advance historical understandings of such education performance indicators as poverty and disability. Her paper concludes with insights on how to make use of key longitudinal datasets for the purposes of education history. The final paper, co-authored by A.J. Angulo, Emma Peterson, and Megan Hadley, probes further into the macro dimensions of historical inquiry in its discussion of «Big Data.» This team of researchers focus on one concept “academic freedom” and how this concept has been examined across historical databases to assess academic freedom's development in global contexts. The paper closes with a series of steps and approaches taken by the authors to systematize the use of increasingly larger and more complex datasets. Collectively, these papers respond to the ISCHE 43 invitation for scholars to rethink technology's relationship to history of education. They do so by revisiting assumptions about methods, technologies, and source usage in longstanding and recent projects developed by the presenters. The U.S., Swedish, and global contexts examined will allow participants to consider emerging methodological advances as they appear in their respective counties of origin.

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#### *Presentations of the Panel*

### **A Soft Technology for Biographical Methods**

**Kate Rousmaniere**

Miami University, Ohio, USA

For a number of biographical projects that I have undertaken in recent years, I have struggled with the minimal number of resources about my subject of study, as well as the problem of trying to get a sense of what the person was really about. Over the years, I have developed a relatively standard methodological process of four steps for doing this work:

1. **Storyline.** Get the story line down. As much as possible, confirm some basic «facts»—birth, death, residence, work. Develop a time line of sorts, drawing on primary sources (census, newspaper reports, etc.).
2. **Context.** Provide a context: identify and understand the context of the story line: what, where, when were related historical events happening? Sketch out ideas about how the subject might have interacted with such contexts. This step usually involves extensive secondary source reading.
3. **Read.** Closely read the person's words or images—whatever is available (letters, public documents, quotations, photographs). Even if there are only scraps, I read each one closely for meaning and tone, drawing on methods of discourse analysis, visual analysis, and my own close impressionistic responses to the material. At this step, I sometimes include what I might call Step 3.5, which is examining my own reflexivity and emotional connection to my topic. As I get to know my subject, what am I beginning to think? Am I developing an image in my own mind? Where are my own personal motivations for studying this subject?
4. **Theory.** Apply theory. In this step I try to find the «shape in the carpet» of the person. What meaning can I give to this person's life? How does this person's life reflect or make sense of larger theories (e.g., feminist, transnational, progres-

sivism or activism). To begin this step, I tend to reach out to scholars in the field and ask for their ideas about current or emerging theories on an emerging theme in my work.

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## **Restless, Poor and Unintelligent?: History of Education and the Medical Technology of Diagnoses**

**Madeleine Michaëlsen**

Dalarna University, Sweden

In educational contexts and since classic ancient times, we judge the abilities of self-control, focus, and attention as desirable personal qualities. Commonly we view uncontrolled expressions of emotion as a sign of the weak-minded and unprincipled who are enslaved by their emotions and bodily needs. This view has stood up through shifting pedagogical paradigms—from Pythagoreans, Epicureans and Pyrrhonism, through the monastic schools of the middle ages, and into the era of mass education. Restless and unfocused pupils engage teachers, teacher educators, and researchers in order to manage overactive behaviour, lack of impulse control, and difficulties in concentration. Over time, a variety of technological solutions have arisen for this challenge, including behaviour management strategies, social skills training programmes, classroom tools, and neuropsychiatric investigations.

Inattention, hyperactivity, and impulsivity also constitute the essential components for the diagnosis of Attention-Deficit/Hyperactivity Disorder (ADHD). Both the diagnosis and medical treatment of ADHD have become highly prevalent during the last two decades, but there are considerable regional differences, both within and between countries, in the proportion of children and adolescents with this neuropsychiatric diagnosis. To date, however, there is no established objective biological marker for ADHD. Previous research studies have shown associations between ADHD with lower socioeconomic status on the one hand, and intelligence, on the other hand. For this study, we aimed to evaluate the causal directions and strengths for these associations by use of a bi-directional two-sample Mendelian randomization design. We used summary-level data from the largest available genome-wide association studies (GWAS) to identify genetic instruments for diagnosis of ADHD, intelligence, and socioeconomic markers including the Townsend deprivation index, household income, and educational attainment. Effect estimates from individual genetic variants were combined using inverse-variance weighted regression. Our results offer a critical historical and longitudinal perspective on education and disability. They indicate that an ADHD *diagnosis* may be a direct and strong intelligence-independent consequence of socioeconomic related factors, whereas ADHD *presentation* appears only to lead to modestly lowered socioeconomic status. Low intelligence seems not to be a major independent cause or consequence of ADHD. The results of this study raise questions about basic assumptions with long historical roots: 1) how pupils' conditions and expressions are interpreted in educational contexts and 2) how aristocratic norms relate to educational practice and pedagogical ideals.

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## Unpacking Big Data: New Developments in Technology and Historical Methods

AJ Angulo, Emma Layne Sobolik Peterson, Megan Hadley

University of Massachusetts Lowell, USA

Recent innovations in the use of «Big Data» have generated new opportunities for historical scholarship. Until recently, big data historical projects analyzing cultural change over time have largely been centered on the use of one kind of source: digitized books. These studies have constructed significant portraits of culture and society using such methods as word counts, word proximity, and other language patterns. But researchers over the past few years have begun pioneering the use of technologies for examining much larger data sets focused on regional newspapers. Moving beyond digitized books has allowed for greater precision in the examination of key transition points in political history, medical history, and women’s history, among other subfields. Inspired by recent developments in big data methods, this paper explores the intersection of historiography, technology, and the case of academic freedom through the use of historical databases. Our aim is to move beyond the two standard treatments of academic freedom that tend to exist in the literature. Historians, on the one hand, often focus on single-institution controversies in their peer-reviewed journal articles. By design, their works rarely look beyond institutional or national borders. Comparativists, on the other hand, have advanced our understanding of academic freedom’s development across multi-national or multi-regional contexts. But given the wide ranging scope of their studies, comparativists face the challenge of providing the kind of precision expected of historical scholarship. For these reasons, the historiography on academic freedom has vacillated between two extremes: historians offering micro-level perspectives resulting in depth without breadth and comparativists produce macro-level studies yielding breadth without depth. This paper discusses potential uses of historiography, technology, and big data to overcome the depth-breadth divide. It provides a preliminary overview of methodological approaches and interpretive challenges that exist when unpacking big data sets to construct global perspectives on academic freedom history. The presentation will focus on four major steps and areas of methodological interest:

1. **Limitations.** Begin by identifying limitations within existing histories and historiographies. Assessment of limitations allows for a careful consideration of the opportunity gap that can be filled by analyzing larger datasets.
2. **Dataset and Variable Selection.** Select from a range of domestic and international history databases that are currently maintained and regularly updated. Consider the small, medium, and large scale datasets and variables that can address the breadth-depth problem in the historiography. Special consideration will be given to the issue that not all data sets are created equally.
3. **Establish Parameters.** After selecting the dataset or databases to be used, develop parameters for how to approach, organize, and synthesize information presented in large datasets. Make explicit the decision making process for including or excluding sources relevant to the investigation.
4. **Triangulation.** Big data source analysis requires triangulation. Although historians often work individually, big data researchers often work in teams. This paper will conclude with reflections on how issues of triangulation and interrater reliability can increase stability and confidence when establishing historical interpretations and interpretive frameworks.

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### A8 03.1: Educational Spaces and Symbolic Meanings

Session Chair: **Norberto Dallabrida**, Universidade do Estado de Santa Catarina - UDESC

Keywords: Book; Magazine; Spelling book; Diary; Childhood.

#### Once There Was a 'Primer'. Books, Letters, Diaries and 'Giornalini' in Italian Classics for Children

*Il était Une Fois un Abécédaire. Livres, Lettres, Journaux Intimes et 'giornalini' Dans Les Classiques Italiens Pour L'enfance*

Leonardo Acone

University of Salerno, Italy

Abstract (in English):

The first literary representation of childhood takes shape, in Italy, thanks to a *primer* that is sold “on the spot” by a wonderful puppet. Carlo Collodi published *Pinocchio* between 1881 and 1883, and the small school manual proves to be a device of ‘trigger’ of the story on a double scheme: on one hand as a catalyst of the irrepressible parental impulse of Geppetto, who renounces his shirt to allow his son to go to school; on the other hand as a symbol of transgression and refusal of duty, when Pinocchio sells it to go to the “puppet theater”. The extreme action - but spontaneous and innocent at the same time - is the point of no return of the entire spiral of events and vicissitudes, but also represents the vivid image of a *text*, a book that becomes an active character. Other books will appear in the pages of the Collodian tale, and in large part will be “thrown overboard”, with an irreverent and brilliant irony that allowed the Tuscan writer to deliver his own works to the same fate. A few years later, in 1886, thanks to the *diary* of Enrico Bottini, Edmondo De Amicis narrates the daily life of small schoolchildren struggling with classrooms, desks, chairs, notebooks, pens and ink. In *Cuore* the *physicalness* of so many elements is felt in the realistic reverberation of each description and lies in the seriality of the pages that Enrico writes into a long and tiring school year. The concepts of *writing* and *reading*, throughout the entire novel, embrace multiple narrative and communicative varieties: from the textbooks to those books jealously collected by Stardi; from the family letters of Enrico to the many sheets copied by *the little scrivener*; The constellation of pedagogical objects - real “educative” objects - comes to include the nibs, images and stamps of Garoffi, which together with pens of all kinds tell a microcosm of writing and narration unprecedented.

About twenty years passed and Luigi Bertelli, also known as Vamba, between 1907 and 1908 printed *Il giornalino di Gian Burrasca*, providing readers with a sort of enrichment (or completion) of the prism of childhood images inaugurated by Collodi and, as regards the ideas proposed here, indicating a further perspective on the literary representation of *texts for children*: in the work of Vamba (published in volume in 1912) the vivacious protagonist Giannino enters the scene listing a series of gifts received, among which stands out a *Diary* that he immediately identifies and recognizes as the best of all gifts. Bertelli’s narrative ability immediately elevates the “giornalino” to co-protagonist of the story and Giannino, since the first pages of the book, establishes a real dialogue with the object that will receive his states of mind and chronicles of his incessant mischief. Books that tell of books, pages, diaries and notes, the Italian classics for children are placed on a metanarrative level in which these pedagogical objects, between readings and writings, expand the coordinates of the infantile imagination.

*Abstract (in Language of Presentation) :*

La première représentation littéraire de l'enfance prend forme, en Italie, grâce à un abécédaire qui est vendu, «sur deux pieds», par une merveilleuse marionnette. Collodi nous consigne son *Pinocchio* entre 1881 et 1883, et le petit manuel scolaire s'avère être un dispositif de «déclencheur» de l'histoire sur un double registre : d'une part comme catalyseur de l'irrépressible impulsion parentale de Geppetto, qui renonce à sa chemise pour permettre à son fils d'aller à l'école ; de l'autre comme symbole de transgression et de rejet du devoir, lorsque Pinocchio le vend pour aller au «théâtre de marionnettes». Le geste extrême – mais spontané et innocent à la fois – se présente comme un point de non-retour de toute la spirale des événements et des vicissitudes, mais représente aussi l'image plastique d'un texte, d'un livre qui devient un personnage actif. D'autres livres apparaîtront entre les pages de l'histoire de Collodi, et la plupart d'entre eux seront «jetés par-dessus bord», avec une ironie irrévérencieuse et brillante qui a permis à l'écrivain toscan de livrer ses propres œuvres au même sort. Quelques années plus tard, en 1886, à travers le journal d'Enrico, De Amicis raconte la vie quotidienne de jeunes écoliers aux prises avec des salles de classe, des bureaux, des chaises, des cahiers, des stylos et de l'encre. Dans *Cuore*, la *physicalité* de nombreux éléments se ressent dans la réverbération réaliste de chaque description et s'accommode de la sérialité des pages que Enrico compile à l'aube d'une année scolaire longue et fatigante. Les concepts d'écriture et de lecture, tout au long du roman, s'élargissent pour s'adapter à de multiples variétés narratives et communicatives: des manuels à ceux jalousement recueillis par Stardi; des lettres de la famille d'Henri aux nombreuses feuilles copiées par le *petit scribe*; la constellation d'objets éducatifs arrive à inclure les plumes, les images et les timbres de Garoffi, qui, avec des stylos de toutes sortes, racontent un microcosme d'écriture et de narration sans précédent. Une vingtaine d'années passent et Bertelli, alias Vamba, entre 1907 et 1908 publie son *Giornalino* de Gian Burrasca, offrant aux lecteurs une sorte d'enrichissement (ou d'achèvement) du prisme des images d'enfance inauguré par Collodi et, en ce qui concerne les idées proposées ici, indiquant une perspective supplémentaire concernant la représentation littéraire des textes d'enfance: dans l'œuvre de Vamba (publiée en volume en 1912), le protagoniste vivant entre en scène en énumérant une série de cadeaux reçus, parmi lesquels se distingue un *Giornalino* qu'il identifie et reconnaît immédiatement comme le meilleur de tous les cadeaux. La capacité narrative de Bertelli élève immédiatement le petit livret au rang de second rôle de l'histoire et Giannino, dès les premières pages du livre, établit un véritable dialogue avec l'objet qui accueillera ses humeurs et la chronique de sa coquetterie incessante. Des livres qui racontent des livres, des pages, des journaux intimes et des notes, les classiques italiens pour enfants sont placés à un niveau de métarécit dans lequel ces objets pédagogiques, entre lectures et écrits, élargissent les coordonnées de l'imagination de l'enfance.

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*Keywords:* national education, Irish Teacher's Journal, accessories and hardware, identity

**Pedagogical hardware in the Irish Teacher's Journal, 1874-1900**

John Carroll

Maynooth University, Ireland

The establishment of the national schools in Ireland by British administration in 1831 was unique in being the first organized system of national education in the English-speaking world (O'Donovan 2017). The development and import of this early initiative by imperial administration saw it become 'a template for education throughout the British empire' (Lougheed 2012). In the decades following the foundation of the system there was a huge increase in the number of

schools in Ireland. Between 1833 and 1860 the number of national schools grew from 789 to 5,632 (Coolahan, 2017). In accordance with this expansion was a demand for resources to benefit both teacher and pupil alike. The Commissioners of National Education in Ireland (CNEI), who oversaw the system, partly addressed this need by supplying a series of textbooks to the schools, however school hardware and other teaching accessories were greatly neglected up to the mid-nineteenth century. Increasing teacher mobility and agitation for reform led to the formation of a publication dubbed the *Irish Teacher's Journal* (ITJ) in early 1868. Supported by the noted educational philanthropist, Vere Foster and published by Robert Chamney, the journal aimed to 'unite our scattered forces by means of Teacher's Associations in connection with a central controlling body' (Purséil 2017). The journal was the precursor to the Irish National Teacher's Organisation (INTO), which was founded later in 1868. As a platform for teachers and educationalists the journal has endured in varying guises to the present day; its contents in the nineteenth century highlighting varying grievances and difficulties which accompanied the delivery of primary education during this time. For the purposes of this presentation the journal is a valuable archival source as it allows the investigation of hardware and accessories available at this time, specifically through the advertorial content, which features everything from surveying chains to 'the superior box school desk' and cutlery to chemical apparatus! (ITJ, January 1887). The role of both teacher and pupil can be discerned through careful study of the content, therefore allowing the researcher the opportunity to infer and reach conclusions on pedagogical practice at this time. The journal also highlights through its advertisements the shifting nature of the teacher's social identity as items which may have previously been considered the preserve of the upper classes began to appear in the monthly issues. Therefore, the presentation proposes to briefly examine the availability of pedagogical aids for the teacher with a view to establishing practice at this time. The unforeseen and rapid adaptation of pedagogical practice brought about by the onset of the Covid-19 pandemic presents a unique opportunity to assess historical practice in Irish classrooms through archival sources. Examining hardware and accessories available to the teacher of the late nineteenth century allow comparisons to be drawn and questions raised around the nature of content delivery in the 21st century.

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### **B1 03.1: Reception and Internationalization in the History of Education**

*Session Chair:* **Lajos Somogyvári**, University of Pannonia

*Keywords:* history of education, heterogeneity, East-Central-Europe, boundaries of the discipline, document analysis

#### **Identifying the Historians of Education in Hungary between 2011 and 2021**

**Imre Garai, Bence Ruzsa, András Németh**

Eötvös Loránd University, Hungary

Since the history of education is an interdisciplinary research area, it is remarkably difficult to identify its boundaries. Based on Rudolf Stichweh's criteria concerning scientific disciplines, the primary aim of our presentation is to detect and analyse the personal background of the discipline of the history of education as a subdiscipline of education sciences in Hungary. According to Stichweh's (1984, 1994) approach, the institutional background, forms of communication networks, different types of scientific publications and scientific socialisation processes (recruitment) is applied as the main criteria of investigating different groups of scholars. Out of these four categories two (namely institutional background and scientific recruitment) are examined in the following databases: a) Full members of the Subcommittee of History of Education of the Hungarian Academy of Sciences b) History of education-related departments and research groups of the full universities (Eötvös Loránd University, University of Debrecen, University of Pécs, University of Szeged) c) relevant doctoral training programmes of the full universities (via [www.doktori.hu](http://www.doktori.hu) [Hungarian Doctoral Database]) d) finally, the self-definition of the researchers (via [www.mtmt.hu](http://www.mtmt.hu) [Hungarian Scientific Bibliography Database]). Concerning the research method, document analysis is applied. The primary results suggest that the categories of Stichweh are not entirely applicable in describing the subdiscipline of the history of education. Furthermore, it seems that the theoretical criteria of the research do not accurately depict the heterogeneous community of this research area. The publications and the scientific communication networks are analysed in the presentation entitled "Identifying the thematic scope of the history of education-related researches in Hungary between 2011 and 2021".



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*Keywords:* history of education, thematic variety, East-Central-Europe, content analysis, statistical analysis  
**Identifying the Thematic Scope of History of Education-related Researches in Hungary Between 2011 and 2021**

Zoltán András Szabó, Márta Dallos, András Németh  
Eötvös Loránd University, Hungary

Due to the interdisciplinary nature of the history of education as a research field, it might be challenging to illustrate the thematic scope of the Hungarian history of education-related publications. Following Rudolf Stichweh's (1984, 1994) notion of scientific discipline, the different genres and networks of written communication are used in order to determine and analyse the thematic priorities of the subdiscipline. The primary sources of the investigation are composed of international (ISCHE, ECER) and Hungarian (National Conference of Education Science) conference abstracts and articles of the decisive domestic professional journals (*Educatio*, *Iskolakultúra*, *Új Pedagógiai Szemle*, *Magyar Pedagógia*). Descriptive statistical and content analysis are employed as main research methods. Our first results show that the intention of transforming the subdiscipline into an internationally recognised field not only continued but also accelerated after the millennium. After 2011, the new national higher education law altered the institutional and financial background of the Hungarian tertiary sector, which also had a consequence on the thematic focuses of research programs in each discipline. These developments might have also had effects on the previously commenced internationalisation processes. More precisely, this phenomenon resulted in the increasing submission of abstracts and journal articles to international organizations of history of education. Similar to the previous research (*Identifying the Historians of Education in Hungary between 2011 and 2021*) related to the complexity of the community of educational historians, the heterogeneity of the thematic focuses of the research projects was enhanced, in which the internationalisation played a significant role. The presentation has been supported by the National Research Development and Innovation Office (NKFIH/OTKA), grant number: 127937

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*Keywords:* Montessori pedagogy, Hungary, appearance in the media  
**The spread and practice of Montessori pedagogy in Hungary**

Henriette Pusztafalvi  
University of Pécs, Hungary

In the first half of the 20th century, pedagogy was characterized by a variety of aspirations, each country was full of experimental schools, and teachers sought new ways to make the aspirations of the children's years more enjoyable and useful. The most widespread and well-known of the new roads was the system built by the Italian doctor Mária Montessori (Németh-Pukánszky, 1999). He made child-centered activity the center of his school and allowed free space and set

a meaningful direction for the child's movement instincts and spontaneous development by transforming the environment and using Itard's toolkit. In our research, we aimed to examine the prevalence in the Hungarian system of educational institutions and whether the academic sphere and policy supported the spread of the Montessori pedagogical system in Hungary. In our source analysis using diachronic and synchronous research methods, we focus mainly on the contemporary professional press (Journal of Hungarian Pedagogy and Folk Teachers), as well as daily and weekly press products, which reported on significant events and changes and presented new educational principles and methods in detail. Furthermore, we examine the activities of the Hungarian Pedagogical Society - due to its 130th anniversary - the honorary membership and presence of Mária Montessori in Hungary. We can see that Montessori's academic and political acceptance was unbroken in Hungary (Mustó B., Wesely Ö., Ozorai F., Kiss J., etc.). Maria Montessori was elected an honorary member of the General Assembly of the Hungarian Pedagogical Society on March 15, 1931, and in December of the same year he gave a lecture at the Academy's meeting room. In 1932, the Montessori Association was established in the bosom of the Hungarian Pedagogical Society, with Elemér Kenyeres as its executive vice president and József Kiss as its secretary. However, the number of practical institutions has not increased dramatically. The sisters of the first St. Francis Hermina út convent of 1912 and the institute of Erzsébet Burchard-Bélaváry, established in Buda in 1927, did not really gain space. Among the institutions opened in the countryside, the Montessori nursery school, founded in 1931 in Pécs, was not acceptable to Vilma Nendvitch, a supervising kindergarten teacher, and she attacked and questioned her existence and purpose in the popular daily newspaper Transdanubia. This is supported by the documents and requests arising from the regular inspections, according to which the institution does not comply with the prescribed rules, therefore it can only be operated as a Playhouse. The XXIII. and the Kindergarten Act gave a new direction to Hungarian preschool practice. The other significant influencing factor that prevented the spread was the lack of financial resources, i.e. the basic equipment was also missing from an average state or municipal kindergarten, not to mention the high number of children in each place, who received 80-100 kindergarteners and an assistant (MNL BML 20. Special cases).

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## A1 04.1: Artifacts, Health, Disability

Session Chair: [Marc VanOverbeke](#), University of Illinois Chicago

Keywords: Séguin, special education, learning and teaching tools, physiological method

### To The Roots Of Special Education Studies. An Analysis of Séguin's Learning Materials Exploring Primary Sources and Iconographic Documents

[Mabel Giraldo](#), [Serenella Besio](#), [Nicole Bianquin](#), [Fabio Sacchi](#), [Federico Chiappetta](#)

University of Bergamo, Italy

Itard's student, Esquirol's collaborator and educator in Bicêtre, Séguin (1812-1880) is considered one of the pioneers of special education studies (Bocci, 2012; Canevaro, Gaudreau, 2002; Pelicier, 1996) and today his works represent a significant heritage. His scientific contribution settled in the mid-nineteenth century and the related first medical and pedagogical approaches for educating *idiots*, marked by an ever-increasing requirement for scientificity (McDonagh, 2008; Canevaro, Gaudreau, 2002). Séguin's perspective is part of this interdisciplinary perspective and he translated it into an educational proposal called *physiological method* (*méthode physiologique*; Séguin in Bourneville, 1897). His method starts from a careful examination of the clinical-individual characteristics of the "mental deficient children" to design the educational process and support their moral growth. The description of individual functioning aims at identifying the potentials on which to explore, design and affirm goals and means of the educational process. Moreover, his *physiological method* is based on the connection between motor, sensory and intellectual functions and didactically it always recommends proceeding from the known to the unknown, from the simple to the complex, from the concrete to the abstract (Michelet, 1972). It is also formulated on the basis of three complementary objectives - to develop *power*, *knowledge* and *volition* - applied within the *three-period lessons* (Canevaro, Gaudreau, 2002): *naming* (perception of the object), *recognition* (discriminating the correct response to be given object) and *recall* (evoking and naming the object in its absence).

Within this framework, the materials designed by Séguin (e.g. nail board, french meter, bodies of various degrees of polish and resistance, stuffs, plain geometric figures, metal and painted alphabets, etc.) play a key role. These materials were developed within a wider apparatus of mediators and organizers to structure the teaching-learning process starting from the individual characteristics (Bocci, 2011; Canevaro, Gaudreau, 2002) and «elevate all the functions which are under the control of consciousness to the rank of intellectual capacities and make them concur in the operations of the mind and of the will» (Séguin, 1880:165). Many national (e.g. Canevaro, Gaudreau, 2002) and international (e.g. Pelicier, 1996) studies offers a general and comprehensive recognition of the importance of the author's oeuvre in comparison with the cultural and scientific debate of his time. Our contribution aims at analyzing, in detail, the learning tools and materials of Seguin's physiological method and investigating their specific use designed for educating *idiots* to meet their educational goals and maximize the potential in children's learning experiences. For this purpose, in accordance with the so-called *material turn* in the field of the history of education (Smeyers, Depaepe, 2008; Meda, 2016), we analyze the primary sources (Bourneville, 1897; Séguin, 1846; 1860; 1866; 1880) and their iconographic documents. In conclusion, the paper intends to highlight Séguin's innovative contribution about the creation and exploitation of educational materials conceived for the "mental deficient children", also in a critical comparison with some of his predecessors and successors.

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**Keywords:** ability development, alternative programme, learning and teaching tools, value transmission, József Zsolnai

### **Innovative Learning and Teaching Tools of the Value Transmitting and Ability Development Pedagogy**

Judit Bognárné Kocsis

Veszprém Archbishop's College, Hungary

József Zsolnai (1935-2011) is one of the most prominent Hungarian figures who was an active and hard worker supporter of the European pedagogical modernisation process in Hungary. Hungarian education did not work effectively in the 1970s and 1980s during socialism. Zsolnai recognised the problems of the pedagogical practice and criticised the educational system. He worked out four crisis management plans on the Hungarian education system and on the social situations, one of these strategies is *Value Transmitting and Ability Development Programme (ÉKP)*. It is a unique Hungarian alternative pedagogical model, which put into practice systemic professionalism and development of education practices. The programme is also based on the principles of reformpedagogy. *Value Transmitting and Ability Development Programme* had a great effect on the Hungarian education. Zsolnai was - in many respects - ahead of his time, for example in realizing the importance of innovation, education development and research. From 1986 the programme was the center of the international professional interest. In 1995 105 schools worked according to the programme. The experts came from all over the world to study the practice at the basis-school in Törökbálint (near Budapest). However, it did not bring an international breakthrough, only in Slovakia did the programme start in 1990 in 16 schools. Unfortunately, today there are only a few ÉKP schools open in Hungary.

The aim of the research is to present the value transmitting and ability development pedagogical programme, focusing on its teaching materials. The research seeks answers to the following questions: what tools did Zsolnai and his team work out? What role did Hungarian economic forces play in the development and use of Zsolnai's learning and teaching tools?





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## A2 04.1: PREFORMED PANEL

### Safety First! Transitions From Technological To Pedagogical Objects – International Perspectives On Traffic Education, 1930s-1980s (Sweden, GDR, Balearic Islands, USA)

*Language(s):* English

*Keywords:* traffic education, road safety, technology, motorization, pedagogical spaces

*Chair:* **Marcelo Caruso** (Humboldt-Universität zu Berlin)

*Discussant:* **Lisa Rosén Rasmussen** (Aarhus University)

When we think of pedagogical objects in schools, textbooks, furniture, and writing materials come to mind as some of the items that are necessary for schooling in the practical sense and that shape how lessons and subjects are taught. However, we can also identify pedagogical spaces at the periphery of school that constitute spaces for learning critical skills and knowledge (see e.g. Larsson, 2012; Dussel, 2019). In the first half of the twentieth century, the mass production of automobiles and the rise in car ownership contributed to shaping increasingly motorized societies (Nowak, 2016), which in turn required educating children in road safety. By focusing on the interaction with road vehicles, our preformed panel investigates how certain technological objects became essential pedagogical objects. Although not a distinct subject in itself, traffic education can be regarded as a subject- and school-related set of knowledge that was addressed in various subjects and lesson units, particularly in elementary grades and extracurricular activities. The panel specifically highlights the role and practices of traffic education and the objects and actors involved in teaching children to become responsible and mindful traffic participants in their roles as pedestrians, cyclists or passengers. Utilizing four case studies from different international contexts, we will examine how the technological objects that were part of the pupils' everyday lives were transformed to teach them about traffic and road safety. Moreover, the panel investigates which transformations from technological into pedagogical objects can be found in the materials (e.g. images, textbooks, manuals, films, and guidelines) that sought to educate children to safely move in an increasingly motorized world. The first paper explores how traffic education entered schools in Sweden in the 1930s. As a specific form of knowledge that is acquired through both formal and informal settings, the paper shows how traffic education is also associated with self-control and security. The second contribution focuses on “traffic gardens” in the German Democratic Republic (GDR) and highlights the role of this specific educational space in both educating children in road safety as well as in shaping a “socialist personality”. These traffic gardens were established in the 1950s and ranged from fixed settings to temporary training arrangements. The emergence of “children’s traffic parks” in the Balearic Islands in the 1960s represents a third case study and discusses how pupils were trained in road safety as part of civic education during the Franco regime. By offering children the opportunity to take on different roles and switch perspectives, these parks provided an experiential space for learning how to become a responsible traffic participant. The fourth paper centers on the US school bus as an active traffic participant that not only takes children to school, but also represents a specific educational space in which both participants from inside and outside of school interact with one another. Starting in the 1950s, this contribution discusses how the school bus came to be constructed as a space for traffic education and which kinds of knowledge and skills were taught in this setting. With the different contexts and regions represented in the panel, we would like to delve deeper into the translations and adaptations of an increasingly motorized society into knowledge and skills imparted through traffic education.

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## Presentations of the Panel

### Teaching Non-Drivers About Cars: The Emergence Of Traffic Education In Swedish Elementary Schools

Joakim Landahl

Stockholm University

This presentation examines the history of traffic education in Swedish schools as a particular form of knowledge. Focusing on the three first decades of traffic education in Sweden the ambition is to delve deeper into the issue of what constituted traffic knowledge during a period of mass motorization. In learning about traffic, what were the main things that had to be mastered, and how was this conveyed? What were the main challenges when it comes to teaching the essentials of traffic, and what techniques were used in order to make traffic possible to understand for an audience of children? Traffic education entered schools at a historical period in which schooling increased in most western countries. The simultaneous emergence of mass mobility and mass education made schools a suitable institution for transmitting knowledge about how cars and people should interact in modern societies. The suggestions for traffic education could be heard in numerous countries, and when the discussion reached Sweden, international role models were invoked. In 1934 a national organization for the promotion of traffic safety (*Nationalföreningen för trafiksäkerhetens främjande*, NTF) was formed, and it came to be very much involved in traffic education in schools as they produced much teaching material and organized courses in traffic education for teachers. In 1936 it was decided that all schools in Sweden should teach traffic education. Traffic education was not an exclusive feature of schools. In a society which saw the rapid rise of the car, traffic knowledge became an urgent need, felt in society at large. Traffic knowledge involves both theoretical and practical knowledge, relevant for the majority of citizens, from motorists to pedestrians, who all are part of the same traffic system. It is a form of knowledge that is communicated both informally (in daily life in traffic) and formally (driving schools, school traffic education, traffic propaganda for young children). It is also a form of knowledge that has been associated with security thinking: knowledge has ultimately been mobilized in order to save lives. Studying the relationship between traffic and knowledge might appear as a rather specialized endeavor, but in fact traffic is a fundamental part of modern society that few people are untouched by. With an expression from Marcel Mauss, it might be described as a “total social fact” of relevance to all sectors of society (Mauss, 2002, p. 2). As this presentation is delimited to the education of children, an especially vulnerable category, the relationship between knowledge and risk comes to the fore. Drawing on handbooks for teachers and textbooks in traffic education, the presentation discusses themes such as juridical knowledge, self-control, knowledge of visual signs, simulations and school safety patrols as central aspects of traffic knowledge as conveyed in schools.

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### Stop, Look, And Listen Before You Cross The Street! On-Site Training In GDR Traffic Gardens (1950-1990)

Josefine Wähler

BBF | DIPF Berlin, Humboldt-Universität zu Berlin

Since the 1950s, questions of traffic education have also played a significant role in the East German pedagogical discourse on school route safety (Kuschel, 2020), due to a rapidly increasing traffic volume and growing mobility, even among the youngest and most vulnerable road users in urban and public spaces. The paper examines the GDR traffic garden as a school-supplementary educational space for pre-school children, beginners, and elementary school helping students to learn at an early stage how to move self-determinedly and responsibly in an increasingly motorized and technologized world. In response to the rising number of traffic accidents involving school children, and due to the need to reform the existing preventive measures, which were meant to go beyond simple warnings about the risks of traffic and memorizing of traffic rules, special *learning parcours* were set up on school grounds or in the immediate vicinity of school buildings, complementing the obligatory traffic education units in school with an extracurricular and recreational activity (VuM, 1958; VuM, 1978). At the local traffic gardens, preschoolers and younger school children were taught to become disciplined and responsible participants in traffic in a safe and child-friendly environment, away from the real dangers of public traffic. Under pedagogical guidance, the students were able to experience different roles (as pedestrians, cyclists, crossing guards, drivers, traffic police officers) and practice the appropriate behavior in traffic in a playful way and at a child-friendly pace. After successfully completing the training on site, participants could take a bicycle test and thus prove their roadworthiness. The forms of traffic gardens varied and ranged from realistic and permanent miniature installations

with asphalted roads and crosswalks, fixed traffic signs and partially electrical vehicles, to temporarily installed training grounds, and to portable types serving as *traffic gardens to go*. The exploration of the development and practice of the children's traffic garden and its role in the creation of the «socialist personality» under the GDR's political system is based on ministerial directives and pedagogical reports, and on articles and illustrations published in daily newspapers and children's literature between 1959 and 1989/90.

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## **Road Safety Education In The Balearic Islands During The Franco Regime: The First Children's Traffic Parks (1962-1975)**

**Gabriel Barcelò-Bauzá, Francisca Comas-Rubí**

University of the Balearic Islands

The policies of economic liberalisation in Spain between the late 1950s and early 1960s had a notable influence on the education sphere. Proof of this was the implementation of curricular content at schools with a higher proportion of civic education. Road safety is an example of this type of learning that began to find space on school timetables. This paper presents an introduction to the Children's Traffic Parks that were created to instil road safety habits through real practice and supplemented the theoretical training given in classrooms. Typical activities would include children role-playing being drivers, pedestrians or traffic wardens. This paper focusses on the parks in the Balearic Islands—a territory that saw a major increase in road traffic in the last thirty years of the 20th century, mainly due to a higher population thanks to the tourism *boom* and a high-growth economic outlook—. In order to put together an inventory of the existing parks and undertake an analysis of their legacy and contributions, we have used a series of sources (written, oral and illustrated) that has enabled us to provide empirical data on the context in which they were created, those responsible for promoting them, and on the importance of their introduction under the auspices of a new education programme. (\*) Grant PID2020-113677GB-I00 funded by MCIN/AEI/ 10.13039/501100011033

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## From Danger Zone To Road Safety – The Yellow School Bus As An Educational Space In The USA, ca. 1950-1980

Fanny Isensee

Humboldt-Universität zu Berlin

The yellow school bus represents one of the key images that come to mind when thinking of schooling in North America. Each day, about 25 million US-students ride a school bus (American School Bus Council, 2021) and this mode of transportation is considered one of the safest ways to get to school (National Highway Traffic Safety Administration, 2021). In history of education research, school transportation in the USA is often discussed with regard to its role in and effects on affirmative action and desegregation policies (see e.g. Rubin, 1972; Mills, 1979; Dimond, 2005). However, the school bus also represents an active traffic participant with specific rules and regulations for students, bus drivers, teachers, parents, and road users in general. In this paper, I would like to shed more light on the role of the school bus as an educational space that responds to the challenges of an increasingly motorized environment. In this constellation, the school bus represents a very special case since it is an assembly of various participants from inside (e.g. pupils, teaching staff) and outside of school (e.g. parents, other traffic participants) that interact with each other in the space of the school bus. This interaction needs to be regulated and monitored to ensure a safe space. Thus, the school bus itself takes on the role as a crucial actor in educating children with regard to their behavior on the bus and road safety in general. At the same time, it represents a very specific space that is “in between” school and home – if they use the school bus, for many students school starts before the school bell rings. By reconstructing the history of the school bus in the USA and analyzing materials such as guidelines issued by government authorities, regulations and code of conducts created by school boards and schools, and educational films specifically targeted at students and school bus drivers, this paper seeks to highlight how the school bus came to be constructed as an educational space for traffic education, and what kind of knowledge and skills are taught to turn students into confident and responsible traffic participants. Moreover, this paper argues that while we can see a continuity concerning the significance of traffic education, especially for schoolchildren using the school bus, we can also observe a change in the rhetoric around traffic that seems to align with the growing ubiquity of motorized transportation.

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## A2 04.2: Teaching Tools and Gender

*Session Chair:* **Myriam Southwell**, CONICET - Universidad Nacional de La Plata

*Keywords:* History of Education, Gender, Technology, Spain, Francoism

### **Educational Technology is Gendered. Uses and Projections of Pedagogical Tools in Urban Spain Under Franco's Regime.**

*La Tecnología Educativa Tiene Género. Usos y Proyecciones de Las Herramientas Pedagógicas en la España Urbana Del Franquismo*

**Carlos Sanz Simón, Teresa Rabazas Romero, Miriam Revuelta Vidal**

Complutense University of Madrid, Spain

*Abstract (in English):*

The relationship between gender and technology has aroused an incipient interest in many areas of scientific knowledge, the consequences of which are particularly evident in the field of education. Closely linked to the workplace, the use of technology has been determined primarily by gender and, consequently, by career aspirations themselves - determined by the prevailing culture and gendered expectations (Cockburn & Ormrod, 1993; Cockburn, 1994). Within this process, school has played a fundamental role, understood as a space for socialisation and identity construction. Conceived as a tool for the reproduction of social norms and conventions - reflected in the curriculum itself - it has historically contributed to the formation and assignment of gender identities and the professional trajectories of women and men. Starting from this approach, the present proposal is based on a preliminary study of the link between gender and educational technol-



ogy - understood as any tool whose didactic purpose lies in the applicability of theoretical knowledge - in the main cities of Spain during the Franco regime. For this purpose, and based on the historical-educational method (Ruiz, 1976, 1997; Tiana, 1988), an iconographic analysis is carried out (Burke, 2005; Panofsky, 1972) of the practice reports of the «Romero Marín» collection, produced by the students of the Pedagogy Section of what is now the Complutense University of Madrid. For this purpose, the copies corresponding to the fifteen largest cities in the country will be taken: Madrid, Barcelona, Valencia, Seville, Zaragoza, Malaga, Murcia, Palma, Las Palmas de Gran Canaria, Bilbao, Alicante, Cordoba, Valladolid, Vigo and Gijón. These samples will be analysed according to four study categories: educational level - distinguishing between primary and secondary education -, ownership of the educational centres, disciplines and possible differences according to the geographical context. The first results point to a differentiation between the relationship with technology starting from a mainly curricular point of view, as mentioned above. However, the ownership of the schools has had a significant influence on the presence of educational technology, in which a smaller gender gap can be intuited. However, as indicated above, these are preliminary results to be completed in the coming months. In short, this proposal aims to make progress in the visibility of gender differences in education and, specifically, in the case of technology and its uses. The aim is to raise awareness among new generations of education professionals of the determination with which education can define the aspirations and professional and life trajectories of children.

*Abstract (in Language of Presentation) :*

La relación entre género y tecnología ha suscitado un incipiente interés en múltiples áreas del conocimiento científico, cuyas consecuencias en el ámbito educativo son especialmente palpables. Íntimamente ligado al ámbito laboral, el uso de la tecnología ha venido determinada fundamentalmente en función del sexo, y, en consecuencias, por las propias aspiraciones profesionales —determinadas por la cultura predominante y las expectativas en función del género (Cockburn & Ormrod, 1993; Cockburn, 1994). Dentro de este proceso, la escuela ha jugado un papel fundamental, entendida como un espacio de socialización y de construcción identitaria. Concebida como una herramienta para la reproducción de normas y convenciones sociales —reflejadas en el propio currículum—, ha contribuido históricamente a la formación y asignación de las identidades de género y las trayectorias profesionales de mujeres y hombres. Partiendo de este enfoque, la presente propuesta parte de un estudio preliminar sobre la vinculación del género a la tecnología educativa —entendiendo esta como cualquier utensilio cuya finalidad didáctica radica en la aplicabilidad del conocimiento teórico—, en las principales ciudades de España durante el franquismo. Para ello, y partiendo del método histórico-educativo (Ruiz, 1976, 1997; Tiana, 1988), se realiza un análisis iconográfico (Burke, 2005; Panofsky, 1972) de las memorias de prácticas del fondo “Romero Marín”, realizadas por el alumnado de la Sección de Pedagogía de la actual Universidad Complutense de Madrid. Para ello, se tomarán los ejemplares correspondientes a las quince ciudades más grandes del país: Madrid, Barcelona, Valencia, Sevilla, Zaragoza, Málaga, Murcia, Palma, Las Palmas de Gran Canaria, Bilbao, Alicante, Córdoba, Valladolid, Vigo y Gijón. Dichos ejemplares serán analizados conforme a cuatro categorías de estudio: nivel educativo —distinguiendo entre enseñanza primaria y secundaria—, titularidad de los centros educativos, disciplinas y posibles diferencias en función del contexto geográfico. Los primeros resultados apuntan a una diferenciación entre la relación con la tecnología partiendo desde un punto de vista principalmente curricular, tal y como se ha señalado anteriormente. Sin embargo, la titularidad de los centros ha influido significativamente en la presencia de la tecnología educativa, en la cual se puede intuir una menor brecha de género. No obstante, y como se ha indicado anteriormente, se tratan de resultados preliminares a completar durante los próximos meses. En definitiva, con la presente propuesta se pretende avanzar en la visibilización de las diferencias de género en la educación y, específicamente, en el caso de la tecnología y sus usos. Con la finalidad de concienciar a las nuevas generaciones de profesionales de la enseñanza sobre la determinación con que la enseñanza puede definir las aspiraciones y trayectorias profesionales y vitales de la infancia.

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*Keywords:* Manuales Escolares, Transición Española, Educación Secundaria, Identidad De Género  
**Image and Representation of Labor Professions in School Manuals During the Spanish Transition:  
Pedagogical Tool, Gender Identity**

*Imagen Y Representación De Las Profesiones Laborales En Los Manuales Escolares Durante La Transición Española: Herramienta Pedagógica, Identidad De Género*

María José Rebollo-Espinosa<sup>1</sup>, Patricia Delgado<sup>1</sup>, Barbara de las Heras Monastero<sup>2</sup>

<sup>1</sup>Universidad de Sevilla, Spain; <sup>2</sup>University of Jaén, Spain

*Abstract (in English):*

The purpose of this communication is based on analyzing the image and representation of women in terms of labor professions in school textbooks used in secondary school during the Spanish transition, specifically, those employed in the Bachillerato Unificado Polivalente (hereinafter, BUP). Along these lines, some studies show the attractiveness of images for students (Bell, 2017), as well as the positive impact resulting from the combination of text and image in the creation of more complex and significant mental representations (Schüler, Arndt and Scheiter, 2015), as well as the sentimental dimension (Dussel, 2019) that they awaken in students. Although the usefulness of images in school textbooks has been underestimated in traditional schools (Escolano, 2002), progress has been made in recent decades (Valls, 2008). It is true that, according to Zunzunegui (1995), the realistic figurative tradition has made believe that by representing reality they directly transmit true information, which has led to overlooking the need to analyze their communication strategies or the functioning of the visual discourses (cited in Bell, 2007). In this way, it is intended to find out, from a gender perspective, the degree of social and cultural significance attributed to images referring to labor professions in school textbooks that determine the future choice of a profession in BUP female students. . For this, the selection of sources has been based, on the one hand, on the strong economic crisis that affected the country during the first years of the Transition and the opening that led to the professional imaginary at a social level, and, on the other hand, , the new feminine professional identity that is developing linking itself to specific stereotypes of women. There is no doubt that in our analysis one of the key elements is precisely labor segregation, which designates an unequal occupation of women and men. On the one hand, horizontal segregation promotes the concentration of women in sectors with more precarious conditions and lower pay: hospitality, real estate, administration and auxiliary services, education, health and social services, home. On the other hand, vertical segregation causes unequal distribution by gender in professional categories, placing women in the lowest. This double occupational segregation generates the concepts of “glass ceiling” and “sticky floor”, which refer to the difficulties that women have in accessing and moving up in the labor market. In this way, the presence of male and female characters is analyzed (calculation of gender parity indices [IPG]), works with authorship, professional activities, female and male social roles, order of mention of the characters, occurrences of generics, order of mention of female and male characters, among others. The criteria that lead publishers to the selection of certain images (photographs, drawings, etc.) referring to professions are compared and to what extent gender stereotypes are inferred that condition the social and cultural vision of the students.

*Abstract (in Language of Presentation) :*

El propósito de esta comunicación se basa en analizar la imagen y representación de la mujer en cuanto a las profesiones laborales en los manuales escolares empleados en secundaria durante la transición española, en concreto, los empleados en el Bachillerato Unificado Polivalente (en adelante, BUP). En esta línea, algunos estudios evidencian el atractivo que poseen las imágenes para el estudiantado (Bell, 2017), así como el impacto positivo que resulta la combinación del texto y la imagen en la creación de representaciones mentales más complejas y significativas (Schüler, Arndt y Scheiter, 2015), así como la dimensión sentimental (Dussel, 2019) que despiertan en el alumnado. Aunque en la escuela tradicional se ha infravalorado la utilidad de las imágenes de los manuales escolares (Escolano, 2002), se ha producido un avance en las últimas décadas (Valls, 2008). Bien es cierto que, según Zunzunegui (1995), la tradición figurativa realista ha hecho creer que al representar la realidad transmiten información verídica de forma directa, lo que ha llevado a pasar por alto la necesidad de analizar sus estrategias comunicativas o el funcionamiento de los discursos visuales (cit. en Bell, 2007). De esta manera, se pretende averiguar, desde una perspectiva de género, el grado de significación social y cultural que se atribuye a las imágenes referentes a profesiones laborales en los manuales escolares que llegan a determinar la elección futura de una profesión en las alumnas de BUP. Para ello, la selección de las fuentes se ha basado, de un lado, en la fuerte crisis económica que afectó al país durante los primeros años de la Transición y la apertura que desembocó en el imaginario profesional a nivel social, y, de otro lado, la nueva identidad profesional femenina que se va desarrollando vinculándose a estereotipos específicos a la mujer. No cabe duda que en nuestro análisis uno de los elementos clave es precisamente la segregación laboral, que designa una desigual ocupación de mujeres y hombres. Por un lado, la segregación horizontal promueve la concentración de las mujeres en los sectores con condiciones más precarias y menor sueldo: hostelería, inmobiliarias, administración y servicios auxiliares, educación, sanidad y servicios sociales, hogar. Por otra parte, la segregación vertical provoca la desigual distribución por género en las categorías profesionales, situando en las más bajas a las mujeres. Esta doble segregación laboral genera los conceptos de “techo de cristal” y “suelo pegajoso”, que se refieren a las dificultades que tienen las mujeres para acceder y ascender en el mercado laboral. De este modo, se analizan la presencia de personajes femeninos y masculinos (cálculo de índices de paridad de género [IPG]), obras con autoría, actividades profesionales, roles sociales femeninos y masculinos, orden de mención de los personajes,

ocurrencias de genéricos, orden de mención de personajes femeninos y masculinos, entre otros. Se comparan los criterios que llevan a las editoriales a la selección de determinadas imágenes (fotografías, dibujos, etc.) referentes a profesiones y en qué medida se infieren estereotipos de género que condicionan la visión social y cultural de las estudiantes.

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*Keywords:* women's education, feminist pedagogies, study of nature, manual labor, sexual education  
**Women's Education, Feminism, and the Renovation of Teaching in Argentina (1900-1920)**

Sabrina Gonzalez

University of Maryland - College Park, United States of America

What type of technologies and pedagogical objects did feminists and school reformers introduce in the classroom at the beginning of the 20th century in South America? This paper analyzes the intersections between feminist praxis and school reforms in the first decades of the 20th century in Argentina through the lenses of the transnational circulation of pedagogical ideas and objects in the Americas. I argue that drawing on feminist organizing and transnational conversations in congresses and magazines, women pioneered pedagogies that challenged normalist training and the conceptions of the disciplined classroom. Women drew on pedagogical principles that emphasized children's natural development and encouraged children's expression, critical thinking, and movement. Historians of education in Latin America have analyzed teachers from a gender perspective to investigate the feminization of teaching, the gender expectations of the normalist training, and the censorship over teachers' sexuality. My research contributes to conceptualizing teachers as key actors in the production and circulation of pedagogical ideas and objects that transformed the school curricula and teaching methods. In this paper, I focus on the pedagogical experiments of feminist teachers Ernestina López and Raquel Camaña, organizers of the First International Female Congress in Buenos Aires (1910) and the First Congress of the Child (1913), to demonstrate how feminist ideas and practices were connected with school reforms. Drawing on conference presentations, articles published in journals of education, and school photographs, I trace López's pioneer experience at the Escuela Modelo Sarmiento where she introduced a new relationship between the school and the outside world through the study of nature and manual labor. In an increasingly industrialized context, the study of nature that allowed plants, animals, and dirt to enter the school, aimed to promote harmonious relations between humans and their environment. Manual labor translated into the introduction of new objects in the school such as stoves for teaching home economics. Manual labor promoted a practical education, a core principle of the feminist leaders who were imagining overcoming the theoretical knowledge of traditional schools. Other feminists like Raquel Camaña aimed to transform the school curricula by incorporating sex education. Inspired by eugenic thought, her structural reform from the kindergarten to the university was based on the escuela-hogar (school-home) where children received an integral education for the betterment of women's health and the progress of the race. Unlike Lopez's innovation in teaching methods, Camaña's vision of the school was never implemented. Together these cases demonstrate the limitations and possibilities that feminist teachers faced in implementing the reforms they were envisioning. But it also shows the effects that feminist praxis had in envisioning the new pedagogies that would continue to develop in the following decades. These pedagogies proposed a new relationship between the school and the outside allowing novel objects to enter the classroom, creating a closer bond between students and teachers, and allowing children new ways of moving, feeling, and thinking that eventually promoted their autonomy in a more democratic classroom.

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*Keywords:* Materiality of schooling, elementary mass education, girls' education, domestic science

**Gendered Rooms and Adjusted Schedules – Domestic Subjects in Early 20th Century Swedish Working Class Girls' Education**

Agnes Hamberger

Uppsala University, Sweden

When Domestic science was launched as a subject with the revised public school act of 1897, it had been preceded by a debate on the low levels of even basic domestic knowledge among Swedish working-class women. Prompted by new scientific findings, nutrition had become the focus of scholars and social reformers and they were looking for solutions to the appalling state of nourishment in many families (Järnankar 2016). Before this the formalized teaching of domestic subjects had developed in private girl's schools aimed at middle and upper class families. These schools provided an education that aimed to serve both the State's growing need for low-level civil servants as well as provide the domestic skills needed to manage a household (Schånberg 2001). Programs aimed at working-class girls, often backed by private initiatives, had existed since the latter half of the 19<sup>th</sup> century but historians have framed the introduction of home oriented subjects in public elementary schools (folkskolan) as a deliberate act by the State to reform homes and families, as well as an early sign of an emerging welfare state (Johansson 1987; Järnankar 2016). Using different types of source material, from memory material to parliamentary debates, this paper zooms in on the first two decades of the 20<sup>th</sup> century and looks at how explicitly domestic teaching affected girls' access to more theoretical subjects as well as how schedules, facilities and overall logistics was organized, comparing the girls' situation to that of their male counterparts. It places this development in an international context by looking at not only earlier Swedish research, but identifying similar educational reactions to this perceived social problem in many other places at this time (Kirke- og undervisningsdepartementet 1941; Manthorpe 1986; Kennedy 1991). Domestic science did not have mandatory status in schools but nevertheless became widespread over the subsequent decades. In exploring the materiality of schooling and the ways that objects and spaces were given meaning, new aspects of educational history and, as in this case, the gendered practices of school can be revealed (Lawn & Grosvenor 2005). Making way for pots and pans necessarily meant that other educational objects such as pens and paper were pushed to the side. Furthermore, removing girls from the schools to teach them domestic science, which was sometimes the case, even further removed them from the physical sphere of education. In my dissertation project, I study early Swedish mass education with the ambition of going beyond the at times genderless narrative of much previous research. Looking at perceptions of working-class girls and education as well as the material conditions effectively setting the boundaries for what schooling they would receive, the goal is to explore the changes throughout the period of 1840-1919 and place it within a larger framework of women's rights and citizenship.

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### A3 04.1: Educational Media (3)

Session Chair: **Helen Proctor**, The University of Sydney

Keywords: Media education, film-making, progressive education, literature, theater

#### **Ulisse Adorni Between Literature, Theater and Film Making. The Media Education Experience of an Elementary School Teacher in Italy's 1970s**

Simona Finetti

Università degli Studi di Parma, Italy

In the 1960s the viewers' critical thinking started being considered as the best defence for the audience, in particular the youth, against errors and excesses derived from the suggestion exerted by the audiovisual media used. The concept was clearly expressed, among others, in the UNESCO international report on *Teaching about the Film*, edited by J. M. L. Peters in 1961. Cinema and television have the power of influencing the social, moral and spiritual dimensions of the growing human subject, who – according to a protectionist attitude – has to become able to immunize himself/herself against their seduction. From this perspective, the 1960s and 1970s saw the growth of a widespread and nuanced sensitivity to the need for media literacy, which took on different forms and embraced different methods. Oral courses about the history and development of cinema and film techniques, discussions after watching films, film and short film productions, analysis and critical reflection about audiovisual language were the four most popular film and screen education choices in the twentieth century. Film-making gradually approached the predominant film analysis and critical discussion at school, as practical work capable of better showing pupils the nature of audiovisual media. As an educational activity, it was increasingly included in “progressive” school proposals with the purpose of spreading media literacy skills and, at the same time, promoting children’s socialization and emancipation, creating connections between the world inside the school and the external daily reality. Sometimes film-making arised from other arts, such as theater, puppet theater, creative writing. Due to his eclectic figure with multiple interests in the world of education, communication and politics, Ulisse Adorni’s work deserves further study in this sense. Teacher, journalist, politician, civilly engaged in the Parma area (Italy), in the 1980s Adorni also collaborated with local televisions and with the national RAI in order to produce TV programs aimed at children and teenagers. Didactics, literature, theater and television merged at Adorni’s school, to become a harmonious and unique unity. Under his supervision, for example, the tale of *The Little Prince* became a film scripted and acted by children. It was also transformed into a puppet show through the collaboration of the Teatro delle Briciole (recorded by the Swiss Italian TV). This contribution wants to explore Ulisse Adorni’s figure and his still not well known media education experience, reconstructed from unreleased archival documents, as well as from interviews with collaborators and former pupils.

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Keywords: comics, migration, educational media, adult education

## Comics as Educational Media: The Case of German Language Courses for Migrant Workers in West Germany, 1970s-1980s

Sylvia Kesper-Biermann

Universität Hamburg, Germany

Even though the *iconic turn* has drawn considerable attention to all sorts of images as valuable sources for historical research, comics are still being largely overlooked in history of education. This seems surprising, taking into account that their analysis may provide insight into a wide range of educational issues (Kesper-Biermann 2018). One of these is the use of comics as objects in the classroom. With the increasing appreciation of sequential art since the 1970s, comics have occasionally been used as educational media in schools or in migrant communities (Hangartner 2016). „It seems to me that comics have already shifted from being an icon of illiteracy to becoming one of our last bastions of literacy“, comic artist Art Spiegelman commented on the development already back in 1995 (quoted from Chute 2008: 460). The proposed paper focuses on the use of comics in German language courses for adult migrant workers in West Germany during the 1970s and 1980s. Immigration to the Federal Republic during this period was characterised by the labour migration of so-called ‘guest workers’ from various countries bordering the Mediterranean, especially from Turkey (Thomsen Vierra 2018). At the same time, West German pedagogy discovered comic strips as an educational medium; their possibilities and opportunities for educational purposes were discussed extensively among experts (Schwender & Grahl 2016). Comics were viewed as particularly suitable for groups of people who were said to have limited knowledge of German and for whom comics were expected to provide better access to the German language. Due to these two developments, comics played an important role in language instruction for migrant workers (Gutfleisch & Rieck 1981). As of the 1970s, welfare associations, trade unions, churches, adult education centres, and private initiatives offered German courses for “foreign workers” with comics as teaching material. They were accompanied by didactical considerations providing adjusted teaching methods and techniques (e.g. Rohrer 1983). The paper examines the role of comics in language courses for Turkish migrants in the 1970s and 1980s: For what reason, in which way and to which ends were they used? Which techniques and methods were applied in the classroom? This examination is based on the example of the textbook *Feridun* (Augusti & Liebe-Harkort & Scherling 1977). It was published for the first time in 1977 and aimed specifically at (male) Turkish guest workers. *Feridun* describes the trajectory of a Turkish worker from an Anatolian village to Germany via the various stages of recruitment and had a decidedly emancipatory intention. The drawings, in particular, were used for educational purposes and were not only intended to illustrate, but also to encourage specific learning processes, e.g. the reflection on one’s own (migrant) situation

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*Keywords:* Adolescence, Young Adult Literature, Canon, Flash Fiction, Literary Education.

## Adolescence and Young Adult Literature: Reflections on Literary Education and Books for Young Readers

Elena Guerzoni

University of Bologna, Italy

Young Adult Literature (YAL) is one of the most relevant publishing and media phenomena of the new century. This specific form of literature, which some scholars now consider as a distinct genre (Trites, 2000; Chambers, 2020), is increasingly expanding throughout the world, interweaving with different languages, in particular cinema. In its best examples, YAL manages to reveal not-so-obvious sides of the adolescent mind, shedding light on opacity, silence, incomprehensible aspects of adolescence. Aidan Chambers, Philip Ridley, John Green, Gary Paulsen, Margaret Mahy and Robert Westall, to name some of the most successful and critically acclaimed authors of the genre, have created philosophically as well as pedagogically enlightening metaphors of adolescence (Trites, 2014), exploring/exposing the secret selves of their teenage characters, who in most cases experience a transcendental spiritual moment, a real epiphany, which explains the peculiar and crucial place adolescence has in human life. Whereas initiation rites have now disappeared in the Western world (Aime, Pietropolli Charmet, 2014), high quality YAL leads young characters – and readers with them – along initiatory paths, where they can withdraw in solitude, thereby satisfying their need of self-absorption and isolation from often indelicate and intrusive adults, and finally experience wild, disturbing, even deadly trials, which eventually mark their transition from youth to the adult world. Through this privileged use of metaphors, YAL can grasp traits of authenticity and allow an enlarged look capable of responding to the challenges of complexity. According to these premises, this study considers YAL as a key educational tool in secondary education, with the conviction that reading YAL – and all literature as a whole – can be, for the young, a powerful means of acquisition of self-awareness, a fundamental instrument of freedom and identity formation. Reading high quality YAL allows adolescents to meet their contradictions, difficulties and anxieties associated with growth, as well as their hopes and clever intuitions, thus offering them representations of their age which are different from the consolidated narrations of crisis and unease usually regarding adolescence. The aim of this study is therefore to discuss the need to include YAL books within secondary school curricula, which implies a reflection on the necessity to possibly develop a canon for YAL, while working, as a scientific community, on defining a poetics and aesthetics of the genre. My research also aims at investigating Flash Fiction (Chambers, 2011; Batchelor, King, 2014) as a possible genre for secondary school literary education. Short stories and very short stories could be considered as fundamental structures/steps for students to access further readings, engaging them with agile yet complete literary artworks which adapt to new media and seem to be the literary form in which young people express themselves naturally. These “bridge” texts, if semantically and poetically intense, could act as mentor stories leading students in the broad universe of literature, thereby laying the foundation for the construction of a divergent thinking, essential basis on which to develop fundamental human qualities, such as critical thinking, creative imagination, introspection, and empathy (Wolf, 2018).

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## A4 04.1: Educational Media and Society

Session Chair: **Guadalupe Trigueros**, Universidad de Sevilla

*Keywords:* Educational Technology, Educational Film, Transnational Education History, Europe, Civics

### **The Educational Film as a Means of International Understanding in the Interwar Period**

Anne Bruch

University of Hamburg, Germany

In the first decades of the twentieth century, pedagogues, teachers and film makers throughout the Western world began to experiment with the use of film as a teaching tool. Although politicians as well as educationalists were initially indifferent about the new didactic device, they soon applauded such efforts and made grand statements about the transformative potential of the innovative medium after the First World War. Almost immediately they developed not only positive scenarios for the future use of the new educational medium, but also advocated the establishment of discussion forums and institutions at national and European level. The most important initiatives included the internationally organized congresses in Paris, Rome, The Hague, Basel and Vienna and the League of Nations, which, together with the International Institute for Intellectual Cooperation in Paris, established the International Educational Film Institute in Rome in 1928. These institutions drew up guidelines for the exchange and use of film for education and vocational training, discussed the standardization of film formats and negotiated the abolition of customs barriers for audio-visual teaching materials. But in addition to this highly functional approach of internationalizing the production and exchange of educational films, there was a second level of discourse that saw educational films as important instruments in the constitution of transnational educational spaces. Educational films that were no longer produced exclusively for a specific national context should impart knowledge to schoolchildren across national borders, inform them about world events and in this way strengthen international understanding. The film was thus credited with the role of a «humanizing force» (Beach Ely, 1921) that made it possible to transform the school into a cosmopolitan and peace-oriented institution.

In my paper I will take up those two aspects and bring the transnational and transmedial dimensions of education and media together. Based on archival research, the objective of this presentation is to show the dynamic interconnectedness of educational and media discourses across and beyond institutional and political boundaries in history. It throws light on the networking practices, public spheres and topics emerging from the international co-operation and shared discussions, and illustrates that these procedures are never limited to the boundaries of nation states or national educational systems, but always expand beyond them. Educationalists, politicians, media representatives (especially in the film sector), media technology as well as educational content (e.g. ideas, topics, genre) have been travelling around and beyond state borders. Accordingly, a specific focus will be set on the ambiguous ideals of citizenship and peace education that emphasized the simultaneous cultivation of international understanding, social progress and loyal patriotism among youth.

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*Keywords:* Housing policies, Protestantism, valdense immigration, household, Ana Armand Ugon.

### **The Schools of the Home of the Valdenses colonies in the River Plate.**

#### **Educational technologies favorable to the Oriental nationality**

*Las Escuelas Del Hogar de Las Colonias Valdeses Del Río de la Plata. Tecnologías Educativas Favorecedoras de Nacionalidad.*

Carolina Clavero White

Flacso Uruguay, Uruguay; Consejo de Formación en Educación (CFE)

#### *Abstract (in English):*

Several studies have pointed out that during the first three decades of the twentieth century an original configuration of cultural styles and institutional references occurred in Uruguay that have endured over time. The conceptions of nation and citizenship that circulated at that time gave shape to the public and the national identity but also to private spaces and gender identities. Our work addresses the political manufacture of the home as a social institution, relational space and material from the teaching of home economics as a school discipline. We show that the ruling sectors of the period welcomed ideas and practices of the colonists of Italian Piedmont and Switzerland that had been established since the mid-19th century in Uruguay; they projected them in public policies capable of solving some of the «social problems» of the period and used the teachers as a civilizing political agent.

Among the main formal actions carried out within the framework of education policy, nine female teachers and one teacher were sent to Europe and North America to train in home, technical and vocational education for women and workers during the years 1911-1913. This joint experience was undoubtedly a turning point in the individual trajectories and in the educational contributions that they made later in the educational field but the most significant case to observe the manufacture of the Home is that of the Valdese teacher Ana Armand Ugon. Daughter of the Colonia Valdese, she founded in 1918 the first school of the home; the process was strengthened as students graduated as teachers of Home Economics: Since 1923 the experience was gradually replicated in each locality of the department of Cologne to reach a total of 15 establishments paid by commissions and private entities. In the year 1935 the schools passed to the municipal level and their functioning as well as their impact on the communities, lasts until the present. What we are interested in presenting to ISCHE 43 are the educational technology developed in the Schools of the Home and that are systematized in *the Libro de Cocina* (1925) and the *Libro de cocina y organización doméstica* (1933 and 1957) of Ana Armand Ugon. To point out the confluence of economic interests, Political and theological studies of the Waldensian immigrant population, which allowed the consolidation of educational practices that made possible a certain economic emancipation of women at the same time, reinforced the sexual division of labor. Finally, we look at how the educational technologies used in schools imply an agricultural model of production, traditional gender representations and hygienist architectural parameters on what is considered a decent housing.

#### *Abstract (in Language of Presentation) :*

Diversos estudios han señalado que durante las primeras tres décadas del siglo XX se produjo en Uruguay una original configuración de estilos culturales y referentes institucionales que han perdurado en el tiempo. Las concepciones de nación y ciudadanía que circulaban en ese momento dieron forma a lo público ya la identidad nacional pero también a espacios privados e identidades de género. Nuestro trabajo aborda la fabricación política del hogar como institución social, espacio relacional y material desde la enseñanza de la economía doméstica como disciplina escolar. Mostramos que los sectores gobernantes de la época acogieron las ideas y prácticas de los colonos del Piamonte italiano y Suiza que se habían establecido desde mediados del siglo XIX en Uruguay; los proyectaron en políticas públicas capaces de solucionar algunos de los “problemas sociales”

Entre las principales acciones formales llevadas a cabo en el marco de la política educativa, nueve maestras y una maestra fueron enviadas a Europa y América del Norte para capacitar en educación doméstica, técnica y vocacional a mujeres y trabajadores durante los años 1911-1913. Esta experiencia conjunta fue sin duda un punto de inflexión en las trayectorias individuales y en los aportes didácticos que realizaron posteriormente en el campo educativo pero el caso más significativo para observar la fabricación del Hogar es el de la maestra valdense Ana Armand Ugon. Hija de la Colonia Valdese, fundó en 1918 la primera escuela del hogar; el proceso se fortaleció con la graduación de los alumnos como docentes de Economía Doméstica: Desde 1923 la experiencia se fue replicando paulatinamente en cada localidad del departamento de Colonia hasta llegar a un total de 15 establecimientos pagados por comisiones y entidades privadas. En el año de 1935 las escuelas pasan al ámbito municipal y su funcionamiento así como su impacto en las comunidades, perdura hasta la actualidad. Lo que nos interesa presentar a ISCHE 43 son las tecnologías educativas desarrolladas en las Escuelas del

Hogar y que están sistematizadas en *el Libro de Cocina* (1925) y *el Libro de cocina y organización doméstica* (1933 y 1957) de Ana Armand Ugon. Señalar la confluencia de intereses económicos, estudios políticos y teológicos de la población inmigrante valdense, que permitieron consolidar prácticas educativas que posibilitaron una cierta emancipación económica de la mujer al mismo tiempo que reforzaron la división sexual del trabajo. Finalmente, observamos cómo las tecnologías educativas utilizadas en las escuelas implican un modelo agrícola de producción, representaciones tradicionales de género y parámetros arquitectónicos higienistas sobre lo que se considera una vivienda digna.

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*Keywords:* Transnational Education, Educational Television, Europe

## **Educational Technologies In The Making Of European Citizens. The Politics Of The European Union's Educational Television In The 1960s**

Steffen Sammler

Leibniz Institute for Educational Media /Georg Eckert Institute, Germany

"What is the European Community?" is not only a very decisive question today, but also the title of the very first educational television programme produced by the European Committee for Educational Television (Comité Européen de télévision scolaire, CETS) in 1968. This Committee was launched and established by the European Commission and representatives of the public broadcasting institutions of the six European Community's member states (e.g. the German BR, the Belgian R.T.B./B.R.T., the French I.P.N./R.T.S., the Italian R.A.I, and the Dutch N.T.S./N.O.T) in 1967. The CETS developed an ambitious programme of European cooperation in the field of educational television. Consequently, the Committee aimed to create joint multilingual educational television productions, and disseminate these films in the six member states at the same time. In addition, the Committee not only strived to implement new forms of audio-visual knowledge transfer but also to involve young people more actively in shaping European society through an education with new media. Although research interest in both transnational historical topics (e.g., infrastructure, institutions, history of ideas) and media history (books, printed press, radio, film) has increased in recent years, there is so far no research carried out on how the content and use of audio-visual media in schools has been negotiated and realized by European institutions. This lacuna becomes even more obvious when we look at the strong patterns of transnational cooperation and reconciliation in the areas of education and media in Europe the 1960s and 1970s. The argumentation of the paper is based on archival studies in Brussels, Florence, Paris and Strasbourg as well as Cologne, Hamburg, Munich, and Rome. To cover different aspects of the concept of "educational technology", the paper is addressing the question of the interdependencies between the EU's objective to prepare young people for democratic and innovative future with the politics of transnational education television on three levels of argumentation. First, using the example of the educational television programme produced by the CETS in the late 1960s and 1970s, the paper reconstructs the debates that have taken place over financial funding, joint production practices, and research initiatives as well as organisational networks. Secondly, it examines the discussion between conventional educationalists and media-orientated teachers over the use of educational television programmes in schools, and focuses finally on the interdependence between content-related issues of the programme (e. g. substituting traditional school subjects by transdisciplinary content production) and audio-visual techniques in order to create an innovative form of knowledge production fostering European citizenship. The paper attempts to formulate some reflections on the similarities with the current discussion about the use of digital media in schools, and the question how a participative digital education can improve civic participation in school and society.

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*Keywords:* entertainment, cultural industry, enjoyment, tactile reception, education

**Education and fun. Reflections from W. Benjamin and Th. W. Adorno**

*Educación y diversión. Reflexiones a partir de W. Benjamin y Th. W. Adorno*

Inés Scarlato

Universidad de la República, Uruguay

*Abstract (in English):*

This work exposes elements that are aimed at building a critique of entertainment, which allows us to think about and question its place in contemporary culture, specifically as an element that allows us to weave the relationship between free time and education. To do this, we work from formulations of Theodor W. Adorno and Walter Benjamin who, in a scattered and unsystematic way in their works, provide significant elements for the objective proposed here. In these authors, fun enters the scene in discussions about mass art-culture, where the relationship between technology and education (of the senses and sensitivities) is made present (in more or less explicit ways). On the one hand, Adorno's formulations about fun, associated with the logic of the cultural industry, annul any possibility of critical distance from the material. Fun operates as an anesthetic and amnesic mechanism to affirm and sustain the existing unequal world. Benjamin's formulations, where the theme of fun is less present, allow us to think of a fruitive character, a relationship of distraction in the use and familiarity with cultural products, which does not eliminate, on the contrary, it enables a critical distance from the knowledgeable, semi-expert. This work takes part of the work of these authors as a source of research to resume some of the discussions that can shed light on the complex relationship between entertainment and education in the contemporary scenario.

*Abstract (in Language of Presentation) :*

Este trabajo expone elementos que se dirigen a construir una crítica de la diversión, que permita pensar e interpelar su lugar en la cultura contemporánea, específicamente como elemento que permite tejer las relaciones entre tiempo libre y educación. Para ello, se trabaja a partir de formulaciones de Theodor W. Adorno y Walter Benjamin que, de un modo disperso y poco sistemático en sus obras, aportan elementos significativos para el objetivo aquí propuesto. En estos autores, la diversión entra en escena en las discusiones respecto a arte-cultura de masas, donde se hace presente (de modos más o menos explícitos) la relación entre tecnología y educación (de los sentidos y de las sensibilidades). Por un lado, las formulaciones de Adorno sobre la diversión, asociada a la lógica de la industria cultural, anulan toda posibilidad de distancia crítica respecto al material. La diversión opera como mecanismo anestésico y amnésico para afirmar y sostener el mundo desigual existente. Las formulaciones de Benjamin, donde el tema de la diversión está menos presente, nos permite pensar un carácter fruitivo, una relación de distracción en el uso y familiaridad para con los productos culturales, que no elimina, por el contrario, posibilita una distancia crítica del conocedor, semi-experto. Este trabajo toma parte de la obra de estos autores como fuente de investigación para retomar algunas de las discusiones que puedan echar luz sobre la compleja relación entre diversión y educación en el escenario contemporáneo.

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## A6 04.1: SYMPOSIUM

### The Rise of Educational Testing Technologies as a Trans-National Phenomenon: Towards a Multifaceted History

#### PART 1

*Chairs:* **Lourens Wouter van Haaften** (Education in Culture, University of Groningen, The Netherlands) and **Annette Mülberger** (Theory & History of Psychology, University of Groningen, The Netherlands and Universitat Autònoma de Barcelona, Spain)

*Discussant:* **Christian Ydesen** (Centre for Education Policy Research, Aalborg University)

Educational testing and psychological assessment has changed profoundly in the past hundred years (Mülberger, 2020). With the emergence of social statistics, the development of psychology as a discipline, and the rise of mass education, scientific tools for measuring intelligence and other psychological aspects have penetrated pedagogical practices and educational and industrial managements all over the world. The use of a transnational perspectives and the idea of knowledge transfer and epistemic communities by historians of education and historians of psychology has opened up new ways to explore this multifaceted history of mental testing (Carson, 2007; Mülberger, 2014). Some have delved into the cross-border interactions that gave rise to the emergence of professional testing communities and the role of international non-governmental organizations in the promotion of more scientific approaches in educational testing in Latin America or Scandinavia (Ydesen, Ludvigsen, and Lundahl 2013; Axelsson 2016; Alarcón 2015) Others have focused on the role of psychiatrists and school physicians in the adoption of testing technologies in education (Hamre, Axelsson, and Ludvigsen 2019). The diffusion of new selection technologies in education has also been studied as an instrument of governance in the colonial contexts such as India or Belgian Congo (Linstrum 2016; Depaepe 2019). The panel proposed here brings the aforementioned historiographical perspectives together. The underlying question of the studies included in this panel asks: how can educational testing be understood as a historical phenomenon emerging in certain local (national) contexts, while, at the same time, transcending these contexts? The panel discussion includes a broad range of contributions from experts working in different geographic locations throughout Europe. They deal with tests, both traditional intelligence scales, as well as scholastic tests and aptitude and personality assessments. The papers introduce original case studies that cover several cultural settings (Western and non-Western) and a variety of experts working in different professional domains such as schools, Psychotechnical Institutes, Asylums, testing offices, industry, etc.. The papers offer transnational perspectives as well as situated analyses. The social dynamics enhanced by transnational networks that facilitate knowledge transfers will be discussed, as well as the role of local actors in unfolding initiatives and adapting techniques and technologies to local needs. As the talks cover nearly all the 20<sup>th</sup> century, the panel can address questions of continuity and change in the unfolding practices of educational testing. The panel invites a discussion on the role of technologies beyond the well-known selection and sorting of schoolchildren and citizens, to think about the role of historical research in assessing critically the power effects of these technologies, in terms of normalizing, and producing or enforcing certain values and ways of being.

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## Mental Testing for Teachers: Early Typology and Psychotechnics in the Netherlands and Beyond

Rinske Roos Vermeij

Theory & History of Psychology, University of Groningen, The Netherlands

In the first decades of the twentieth century, a new kind of occupational and educational testing was developed by psychologists in Groningen. It consisted of a personality and capacity assessment that would trigger the interest by teachers. While some were skeptical, many would not hesitate to learn and use it for the assessment of school-children. Thus, the first research question guiding this research asks whether these mental testing techniques did really take on among teachers in the Netherlands in the 1920s and 1930s. Additionally, a second aspect I will take into account in my research is the relation between the kind of typologies and psychotechnics developed in Groningen and the psychological methods and test that were circulating on an international scale (Mülberger, 2020). Psychology arrived at Groningen thanks to Gerardus Heymans (1857-1930). From 1890 to 1927 he worked in the North of the Netherlands, while entertaining a wide network of contacts, especially with German philosophers and psychologists. While C.G. Jung was proposing his introversion-extroversion typology, Heymans developed a temperamental typology with the purpose to aid in the assessment of personality. Such an assessment seemed useful when it comes to orient a person with regard to decisions in life as choosing an occupation, professional training or a work area. In 1919 Heymans' former student, Henri J.F.W. Brugmans (1884-1961), was appointed as the first lector in pedagogy at the same university. He is considered to be one of the pioneers of psychodiagnostics in the Netherlands. From 1928 to 1954 he was professor of psychology and its applications, pedagogy and psychotechnics. Thus, his tasks included to train teachers in psychology. Following Heymans lead, he developed tests to check the fitness of persons for certain occupations and work places. While Heymans and Brugmans's contributions have been assessed by historians such as Dehue (1995), Dehue, Jansz & v. Strien (1992) and Draïisma (1992), the effect their work had more broadly in society inside the Netherlands. How were their psychological tests received by teachers and educators? To answer this question I use digitalized educational journals such as "*Paedagogische Studiën*" to show how the methods were presented to pedagogues and how teachers reacted to and used this new psychological technology. The examination of the sources shows that, despite some criticism, teachers were highly interested in the application of such tests. If we compare the methodology used by Heymans and Brugmans with the typologies and psychotechniques that circulated at that time in Europe, we can see that there is an intensive exchange and many parallels. Nevertheless, some of the Groninger projects such as the Bosstichting was, in the long run, not successful. After its closure it would take several decades until industrial psychology and personality assessment achieved wider acceptance in the Netherlands.

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## De Sanctis's Tests: The Graduation of Mental Deficits in Italy in the Early Twentieth Century

Anna Debè

Catholic University of the Sacred Heart of Milan

Father of the Italian child neuropsychiatry and one of the most representative figures of the experimental psychology, Sante De Sanctis (1862-1935) had a leading role in the panorama of psycho-pedagogical interventions in favour of the so-called "abnormal" children at the beginning of the twentieth century. He provided a classification of abnormalities that was widely adopted in Italy, and he also founded in 1899 in Rome the first special school for the education of children with deficiencies, which inspired the spread of similar structures across the nation. For these institutions he developed a series of tests, defined as "mental reactives", with the aim of evaluating the intellectual deficit of the phrenasthenics. De Sanctis presented the first version of his tests during the Fifth International Congress of Psychology, held in Rome in

1905. It consisted of six tests of increasing difficulty, considered by the Italian psychiatrist applicable to all intellectually impaired children between the ages of 6 and 14. The tests did not show the mental age of the child examined, but a graduation of the intellectual deficit on four levels. Consequently, they clearly differed from the metric scale of intelligence developed by Alfred Binet (1857-1911) and Théodore Simon (1873-1960), also presented for the first time at the 1905 Congress. De Sanctis was critical of the metric scale, both because he did not deem it possible associating the chronological age and the mental age, and he thought that using the French tests one risked confusing intelligence with scholastic knowledge. His tests, on the other hand, were aimed at capturing the various types of intelligence of the child, which De Sanctis tried to understand by testing, for example, not only verbal and mathematical performances but also spatial ones. In the controversial Italian debate of the time, in which the importance of the diagnostic specification for the education of children with deficits was evident, the reactives were widely used. For instance, the Franciscan and psychologist Agostino Gemelli (1878-1959) trained in the use of the reactives the students of its School for special teachers and assistants for disabled children, established in the Catholic University of Milan. Still in Milan, Zaccaria Treves (1869-1911) and Umberto Saffiotti (1882-1927), respectively the director and his assistant at the famous Civic Laboratory of Pure and Applied Psychology for the study of children with mental abnormalities, doubted the effectiveness of the metric scale, as De Sanctis did. The two researchers, applying the Binet and Simon scale on a large sample of pupils of Milanese primary schools, criticized their excessive tie to scholastic knowledge, which invalidated the evaluation of the mental functioning of the subjects studied. The aim of this paper is to present the reactives developed by Sante De Sanctis, identifying the criteria that guided him in their delineation. The analysis will be conducted bearing in mind the national debate of the early twentieth century about the measurement of intelligence and, in particular, by noting aspects of affinity and distance between the reactives and Binet-Simons's metric scale.

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## **Excited Teachers in Spain: The French Intelligence Test as Pedagogical Tool**

**Annette Mülberger**

Theory & History of Psychology, University of Groningen, The Netherlands

At the beginning of the 20<sup>th</sup> century, attempts were made throughout Europe to enforce public schooling. Moreover, pedagogues promoted a new kind of school education that would be more comprehensive, while adapting the teaching to the child's interests and level of cognitive development (Richardson & Johanningmeier, 1998). In that historical setting, the intelligence test was promoted by educators, psychologists and physicians as a helpful device. Binet and Simon's test designed in 1905 (Nicolas, et al. 2013) was not the only technique developed at that time for obtaining information about the psychological capacities and characteristics of an individual. Several techniques were used to make such assessments. Nevertheless, on an international level, it was undoubtedly one of the most widely used methods to select and classify school children (Carson, 2007; Sokal, 1987). At the same time, it was a controversial tool, presented to the public as an efficient, objective but also dangerous kind of measurement (Mülberger, 2020). Spanish pedagogues were eager to get acquainted with modern pedagogical and psychological theories and methods developed in other European countries (Viñao, 1990). The present study uses documents to testify the close contact between a group of pedagogues working at the Free Institution for Education (ILE) in Madrid and their colleagues in Paris. Starting with such a historical setting, my talk explores the early reactions by Spanish teachers and pedagogues towards the new measurement technique developed by Binet and Simon. Thereby, it will address the following questions: What were the opinions about the French contributions among teachers and physicians? Why were scholars in early-twentieth-century Spain interested in Binet's work and mental tests? What issues were at stake when teachers discussed the appropriateness of psychological testing in schools in Spain and in other places?



Our previous research has shown that intelligence testing gained relevance upon its arrival to Spain in three settings: firstly, as part of the general examination of the mental “fitness” of the young population. Secondly, as a way to address a concern about mental abnormality and prevention of criminal behavior. And, thirdly, to identify advanced (gifted) children in the classroom. The present study analyzes a first initiative launched by pedagogues to collect the opinions of school teachers in 1911 showing that the teachers’ attitudes varied. Despite some favorable responses, not all teachers were in favor of a selection of gifted children. Although some of the initiatives have already been pointed out in previous publications (see, for example, Núñez-Araya et al., 2020; Mülberger et al., 2019), the present talk aims to put the case studies together to offer a historical analysis on a broader level. At the same time, I will focus more on the work and the point of view of the teacher, a professional group in Spain that was concerned about fair schooling opportunities, insisting on the need for all children to train their “intelligence”.

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## **A8 04.1: Educational Spaces and Symbolic Meanings (2)**

*Session Chair:* **Gabriela Ossenbach**, Universidad Nacional de Educación a Distancia

*Keywords:* Cinema, collective memory, school culture, Italy, 1950s

### **The Film «Scuola Elementare» (1954): an Ambivalent Representation of Educational Culture on the Brink of the Italian Economic Boom**

**Paolo Alfieri**

Catholic University of the Sacred Heart of Milan

When they treat the theme of school, cinematic productions may be viewed as a source for the study of educational culture. This heuristic potential is even stronger when a film portrays a moment of transition in the evolution of a nation’s school system, as in the case of “Scuola elementare” [Primary School], directed by Alberto Lattuada and released in 1954. The movie brought in decent box office receipts thanks to the fame of its director, but subsequently had an even wider impact when shown on TV, so much so that it is still available for viewing on the streaming channel of the Italian national broadcaster. The movie meaningfully mirrors life in Italian primary schools during the country’s shift from a rural to an industrial society. It tells the story of a teacher who moves from a small town in central Italy to Milan, the big city on the brink of the economic boom. The teacher experiences tension between the ideals of his profession – understood as a true humanitarian mission – and the attractions of consumerism. A tension that also imbues the film’s representation of educational materiality as opposed to the new lifestyles: the school environment (classroom and corridors) *versus* workplaces (factories and offices) and places of leisure (outdoor swimming pools and shop windows); school books *versus* fashion magazines; the blackboard and teacher’s chair on its *predella* [raised platform] *versus* modern broadcasting systems (telephone and speakers); awards to deserving teachers *versus* shopping items and the relative commercial advertising. In keeping with recent interpretative perspectives within educational historiography, the paper examines these contrasts between different material spaces and objects in terms of their symbolic meaning, with a view to analysing how they reflect a more general and ambivalent representation of educational ideas, values, and practices. The analysis recognizes that, although the movie belongs to the neorealist genre, it is not an objective testimony, but rather a social reconstruction of the school past that is informed by different elements, including the director’s authorial intent, the

aesthetic aims of the art of film, the socio-political context of the period, the audience's expectations, and – above all – the influence of collective school memory with its symbolic stratifications and well-rooted stereotypes.

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*Keywords:* cane, professional-press, debate, discourse analysis

### **The Cane as an Educational Tool in Hungary in the Last Third of the 19th Century. Pros and Contras**

Gabriella Baska<sup>1</sup>, Judit Hegedűs<sup>2</sup>

<sup>1</sup>Eötvös Loránd University, Hungary; <sup>2</sup>University of Public Service, Hungary

The cane is one of the best known educational tools in the history of education. Its application dates back several millennia and is part of the school realities of our time. It is both a historical and a contemporary disciplining and educational tool. The question of the stick and the cane has occupied both professional and lay public opinion throughout Europe and the United States in the 19th century. As a result, the press has given rise to debates on the subject. In the present research, we have uncovered a professional-press debate in the last third of the 19th century using the method of discourse analysis. We were curious about the Hungarian mentality. What kind of arguments and counter-arguments collided during the debate, and what type of ideologies could have been revealed. Our source was a paper called *Néptanoda* (Folk school). It was published weekly by the Pécs Teachers' Association from 1867 and functioned as a bulletin for the surrounding teaching associations. One of the leading articles in the paper was published entitled "On the Question of the Punishment of Stick" in 1887. After that, a total of 11 study-length writings were published by nine authors on the topic in the same paper. A teacher training institute principal started the discussion, and it included seven elementary school teachers and one higher elementary school teacher. Of the nine authors, only three opposed the use of the cane and urged a ban on it, while others stood up and argued for its effectiveness and necessity. The research revealed several narratives: like the criminal law framework, the human-animal dichotomy or the discourse of foreign reference countries. The human-animal dichotomy is extremely interesting as it appeared on both sides as an argument. In our presentation, we would like to present the discourses found in the research by highlighting the ways of reasoning, thus providing an idea of the approaches known and used by contemporary Hungarian teachers. By the results of this research, we assume that the time of the analysed debate was one of the transitional periods in the history of opinions about corporal punishment in Hungary.

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*Keywords:* History of Outdoor Education, Educational Hiking in Nature, Haunting and Education, Taskscape, Abandoned engineering.

## **The Educational Imaginary and the Reconstruction of the Taskscape in Abandoned Spaces**

*El Imaginario Educativo y la Reconstrucción del Taskscape en los Espacios Abandonados.*

Eugenio Otero Urtaza

University of Santiago de Compostela, Spain

### *Abstract (in English):*

Abandoned houses have always been a very suggestive space for children. Playing among some ruins near the family home is usually one of the most common childhood memories. Those abandoned places are elements of the landscape which have great symbolism. They have been built with another intention, but they remain with other purpose taking another “new life” (Gruppuso & Whitehouse, 2020). And this taking on a «new life» is a task which can give historians back an image of something that existed and, in some way, can we rebuild it. Ingold (1993) has made a great contribution by noting that the temporality of the landscape “is constituted as an enduring record of - and testimony to - the lives and works of past generations who have dwelt within it, and in so doing, have left there something of themselves”. Suggestion produced by abandoned spaces is an invitation to study the place from the perspective of the mark it leaves on the neighbors or who listen to the legends and stories associated with them. Why do they produce so much captivation? That fascination develops an emotional world through these architectural remains. People take an imaginary trip back in time to perform a reconstruction that invites vital reflections. Which, in itself, is extraordinarily complex, since the over time decontextualizes the ruin of the current inhabitants of the place. However, it pushes a glance towards the inner world, to an awakening of the conscience about oneself, which has a lot of value for personal growth. And without a doubt, the ruins form a “thick woven” that is a scene of events that produces abandonment, which can lead to dystopian uses, degradation and confuse the urban space as essentially human and the rural space as “natural” (Edensor, 2005, pp. 50-51). Abandoned spaces are thus also pedagogical objects which have a lot of seduction. The scenarios in where an activity took place in time, and also occupied people’s lives, contain a spectral energy on the present. There was human activity in the ruins and the effect of that activity continues to remain in the place, exerting an attraction that bewitches and makes “ghosts” emerge that reveal to us what happened or is happening. This enchantment leads us, a bit magically, «into the structure of feeling of a reality we come to experience, not as cold knowledge, but as a transformative recognition» (Gordon, 2008).

This paper analyzes some abandoned spaces in rural areas in the interior of Galicia (Spain) and the actions and experiences that we have been carried out with a group of students in those places: old factories and dismantled factories, architecture that modifies the landscape, uninhabited villages, unfinished roads or archaeological places in excavation processes. All these elements of the landscape are also «pedagogical objects» because they have an educational value that helps people to rebuild themselves, to increase their self-esteem and to place themselves on a better position in their own time and space.

### *Abstract (in Language of Presentation) :*

Las casas abandonadas han sido siempre un espacio muy sugestivo para la infancia. Jugar entre unas ruinas próximas al hogar familiar suele ser uno de los recuerdos infantiles más comunes. Estos lugares abandonados son elementos del paisaje que tienen un gran simbolismo. Han sido construidos con otra intención, pero permanecen en el espacio próximo, cobrando una nueva vida (Gruppuso & Whitehouse, 2020). Y este cobrar una “nueva vida” es una tarea que nos puede devolver una imagen de algo que existió y que, de alguna manera, puede reconstruirse. Ingold (1993) ha realizado una gran aportación al advertir que la temporalidad del paisaje, “se constituye como un registro perdurable y un testimonio de las vidas y obras de las generaciones pasadas que han vivido dentro de él, y al hacerlo, han dejado algo de sí mismas”. La sugestión que producen los espacios abandonados es una invitación al estudio del lugar desde la perspectiva de la impronta que deja en las personas que viven en su cercanía o que escuchan las leyendas e historias que tienen asociadas. ¿Por qué producen tanto encantamiento? Esa fascinación desarrolla un mundo emocional a través de esos restos arquitectónicos. Las personas hacen un viaje imaginario en el tiempo para realizar una reconstrucción que invita a reflexiones vitales. Lo cual, en sí mismo, es extraordinariamente complejo, ya que el paso del tiempo descontextualiza la ruina a los pobladores actuales del lugar. No obstante empuja a una mirada hacia el mundo interior, hacia un despertar de la conciencia sobre sí, que tiene mucho valor para el crecimiento personal. Y sin duda, las ruinas forman un “tejido denso” que es un escenario de sucesos que produce el abandono, que puede llevar a usos distópicos, degradación y a confundir el espacio urbano como esencialmente humano y el rural como “natural” (Edensor, 2005, pp. 50-51). Los espacios abandonados son así también objetos pedagógicos que poseen mucha seducción. Los escenarios en que se desarrolló una actividad en el tiempo, que ocupó la vida de la gente, contienen una energía espectral sobre el presente. Hubo actividad humana en las ruinas y el efecto de esa actividad sigue perdurando en el lugar, ejerciendo una atracción que hechiza y hace surgir “fantasmas” que nos descubren lo que sucedió o está sucediendo. Ese encantamiento nos lleva, un poco mágicamente, “a la estructura del sentimiento de una realidad que llegamos a experimentar, no como un conocimiento frío, sino como un reconocimiento transformador” (Gordon, 2008).

En esta comunicación se analizan varios espacios que están abandonados en zonas rurales del interior de Galicia (España) y las acciones y las experiencias que hemos realizado con un grupo de estudiantes en esos lugares: factorías antiguas y fábricas desmanteladas, arquitectura que modifica el paisaje, aldeas deshabitadas, caminos inacabados o yacimientos

arqueológicos en procesos de excavación. Todos estos elementos del paisaje son también “objetos pedagógicos” porque poseen un valor educativo que ayuda a las personas a reconstruirse, a aumentar su estima y a situarse mejor en su propio tiempo y espacio.

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*Keywords:* Nationalism, World War I, Austria-Hungary, border areas, school chronicles

### **The School Space in a Bilingual Context. The Elementary School of Barcola, 1888-1915.**

Andrea Dessardo

European University of Rome, Italy

The paper presents an example of micro-history, based on the school chronicles written by the teachers of the rural elementary school of Barcola, a village in the suburbs of Trieste, that time part of the Austro-Hungarian Empire. The school was built in 1888 for the about two-thousands pupils of the Slovenian classes, until that time held in a private house, even if financed by the City council, led by the Italian majority. The letters exchanged between the director, Giuseppe Mosettig, and the school officer, Zaccaria Gandusio, report an accurate description of the rooms and explain the commodities of the new building, but there are also interesting information about the social and economical state of the village, like the amount of wine produced and the quality of fruit and vegetables. Gandusio used to read the home-works, often remarking the scarce skills of the children – but also of their teacher - in writing in Italian, a competence considered indispensable for the industrial development of the city. All the documents are drafted in Italian, Trieste only official language.

Indeed 1888 was not only the year of the new building, but also the year when the new Italian section was established, in the same space. In fact, a significant number of the new Italian pupils were Slovenians who needed or preferred to study in Italian, hoping to find a job in the city of Trieste. The chronicles tell how the patriotic Italian and Slovenian associations fought to compete each other the children, offering gifts as clothes and shoes rather than missals and prayers books. The registers show that sometime a couple of siblings were taught in different languages or that the parents did not agree on the language to teach to their children. The Slovenian population, in the district of Trieste, used to have the right of learning in their mother-tongue only out of the city boundary, where the only accepted languages were Italian and German. So, in the same years, in the near neighbourhood of Roiano, the City council did the local Slovenian school building torn down, because it laid some meters inside the city perimeter. The school chronicles report also the charity initiatives during the war, revealing the difference in the patriotic involvement between the Italian and the Slovenian sections, the first more concerned on local symbols, the latter on the figure of the Emperor. The last page of the school chronicles celebrates the entrance of Italian Army in Trieste on November 3<sup>rd</sup> 1918.

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## A8 04.2: Symbolic Power and Education

Session Chair: **Daniel Tröhler**, University of Vienna

*Keywords:* informal education, uniforms, political socialisation, interwar Norway

### **Children in Uniform in Interwar Norway**

Tuva Skjelbred Nodeland

Uppsala University, Sweden

Children in political uniform are a poignant symbol of the social and political battles of interwar Europe. Though often associated with totalitarian regimes, liberal democracies also witnessed the spread of uniformed organisations such as Scouts and boys' brigades. Historians have investigated these groups as agencies of transmission for ideas about citizenship, nationalism, imperialism and gender roles (Selten, 1996). Research has focused mainly on urban environments and industrialised great powers (e.g. Gillis, 1973), but less attention has been given to small, peripheral and largely rural nations such as Norway. Nonetheless, the 1920s and 30s witnessed an unprecedented growth of uniformed children's movements in Norwegian society. Mimicking the successful Scout Movement, both communists, social democrats and national socialists launched leisure activities that appealed to the imagination of children through uniforms, rituals, oaths and secret signs, and outdoor life (Hodne, 1994; Kvistad 2011; Schaanning, 2011; Sidebäck, 1992).

Within this wider informal education trend, uniforms became a particularly important tool for creating belonging and forging identities. This paper investigates the pedagogical and material aspects of uniforms in Norwegian leisure organisations for children. The organisations all had their own particular ideas of what their uniforms were meant to symbolise, and why their members should wear it. The paper explores how the uniforming of children often was wrought with contradictions. Though leaders maintained that the uniform did not *make* the Scout or the Red Falcon or the Pioneer, the upkeep of outwards appearances was nevertheless seen as essential. The importance of behaving well while in uniform, or proving worthy of the uniform, was an integral part of the organisations' communication to their members. Outwards appearance became a tool for building inner character. As such, uniform regulations could be used to instil discipline and good habits as part of larger character-building projects. The wearing of uniform have been called one of modernity's material practices, and recent literature has suggested that uniform should be understood not only as an outward emblem of power and authority, but as an embodied social practice where objects and subjects are mutually constituted to enable different forms of social organisation (Tynan & Godson, 2019; Perkins, 2002). Uniforms have been explored as visual displays of state power, as tools to situate people within networks and hierarchies, or in fascist attempts to erase differences of class, gender and geography through civil uniform (Falasca-Zamponi, 1997; Pollen, 2019; Proctor 1998 and 2002). However, the pedagogical aspects of uniforms, particularly for younger children, has remained a relatively unexplored topic. In order to better understand the educational thinking that surrounded the use of uniforms for children, this paper compares and contrasts the different organisations' approaches to uniform and its symbolic power. Drawing on membership magazines, handbooks, newspaper articles and other printed materials I discuss how aspects such as displays of rank and hierarchy clashed with ideas of solidarity and uniformity. I explore how socialists, social democrats, religious leaders and fascists approached such dilemmas and formulated their own educational arguments surrounding uniforms as a technology of citizenship education.

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*Keywords:* primers, emigrants, Slovene, Croats, Chile, USA

**New ABC Books In The Homeland And Emigration – Primers In South Slavic Languages Around 1914  
In Austria-Hungary, Chile And USA**

Branko Šuštar

Slovenian School Museum / Slovenski šolski muzej, Ljubljana, Slovenia

Textbooks were considered a key – but not the only – education tool for primary school lessons in the last years of multinational Austria-Hungary, when efforts to unite the South Slavic nations within the then state and beyond continued in the years before and during World War I. How did education among emigrant Slovenes in the USA and among emigrant Croats in Chile get involved in these processes, which planned a common Yugoslav state? The paper presents new textbooks with colour illustrations for primary school lessons in Slovene, which were used in Slovene schools in several provinces of Austria-Hungary after 1913 ("*K. Wider, Moje prvo berilo / My First Primer, Ljubljana 1912*" and "*I. Krulec, Moja prva čitanka / My First ABC Book, Vienna 1913*") and compares them with the Slovene textbook in the USA – "*Abecednik za ameriške Slovence / ABC Book for American Slovenes, New York 1917*". What were the methodological approaches towards mother tongue literacy in the textbooks? To what extent does the content of textbooks reflect different national frameworks and ethnic and religious education?

This ABC book for the children of Slovenian emigrants in the USA has been compared with two textbooks "*Jugoslavenska čitanka / Yugoslav Reader*" and "*Početnica / Primer*" that were published in 1916 in Chile for the children of Croatian emigrants, mostly from Dalmatia, at that time a poor Austrian province. These were textbooks intended for teaching the children of emigrants from island Brač and other parts of Dalmatia, living in the cities of Punta Arenas and Antofagasta, where there were two schools called the Yugoslav School. The paper analyses the content of textbooks "*M. Kolin, Jugoslavenska čitanka: za niže i više razrede jugoslovenskih pučkih škola / Yugoslav reader: for lower and higher grades of Yugoslav primary schools, Antofagasta 1916*" and "*Početnica za jugoslovenske škole u Čilenskoj Republici / Primer for Yugoslav schools in the Chilean Republic. Priredili /Eds. S. Brnčić, P. Gašić, P. Hrdalo, L. Rismondo*", Punta Arenas 1916." The presentation also finds out how these two lesser-known textbooks for emigrants, which are based on the experience of Croatian textbooks in Austria-Hungary at the time, show the committed efforts to create a state of South Slavic nations. The state was established with the significant support of South Slavic emigrants and their organisations when Austria-Hungary fell apart at the end of 1918. A special issue is also a shorter or longer use of individual textbooks and their actual impact. Textbooks of emigrants raise questions of linguistic and ethnic identity (Slovene, Croatian), as well as local identity and the attitude of emigrants to the changing state framework (Austrian, since the end of 1918 Yugoslav), which also influenced the understanding of their identity. And the symbolic meaning? More symbolism can be found in Slovene textbooks in the illustrations, both Croatian emigrant textbooks, printed in 1916 in Chile, openly supported the idea of South Slavic integration. The textbooks were used by the schools named 'Yugoslav school' to preserve the language of the children of Dalmatian emigrants.

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**Keywords:** Colonial Education, Citizenship Education, Madagascar  
**Promoting Citizens for Joy and Work in the Happy Island**

Ellen Rosnes, Brit Marie Hovland  
 VID Specialized University, Norway

Nine years before independence in Madagascar, in 1951, the French colonial government reformed the Malagasy education system to become more like education in the metropole (France). The division between what the colonial administration called European (for Europeans as well as well-assimilated Malagasy pupils) and indigenous education should end. As in most French colonies, French language and content had been dominating in public Malagasy schools during the colonial period, but some place had also been reserved to the local Malagasy language. The position of the Malagasy language was too important to neglect. The 1951 reform demanded, however, even more teaching in the French language. The following year, inspector of primary education Rene Carle published the book *Joies et Traveaux de l'île hereuse* which also was translated to Malagasy (Carle, 1952a; 1952b). With stories and illustrations from the Malagasy context, the primer aimed to make a connection between the traditional and the modern world. Carle was, in contradiction to the French colonial education policy and practice, in favour of adapting the content and language of education to the local context (No author, 1958: 337–339). The textbook Carle published, an object used in learning processes among Malagasy pupils, is an interesting example of an attempt to contextualise learning in a French colony with assimilationist policies. In this paper we aim to analyse this pedagogical object in relation to the wider educational policy, citizenship education and transloyalties.

Primary school, its curricula and textbooks was from the mid 19<sup>th</sup> century the main nation building vehicle of the modern nation states creating loyal citizens. In the colonies, the barriers of language, culture and world views, made it of utter importance. This textbook from the 1950ies seems to exemplify an effort for change and transition, from a traditional and patriotic nation building era of fabricating loyal citizens to the colonial centre, towards a post-colonial conception of national loyalty, identity and in time secession. Traditionally, citizenship has been regarded as a shared responsibility and way of behaving as citizens with rights and duties within a national space (Abdi, Shultz, & Pillay, 2015: 1). The concept of transloyalties has been developed to analyse multifaceted interactions that focuses on multiple relations, loyalties and dimensions of encounters and negotiation processes to see how identities are transformed and contested (VID Specialized University, 2021). Using a framework for critical citizenship education (Johnson & Morris, 2010: 91), we aim to analyse how the text and illustrations in the textbook relate to politics/ideology, social/collective, self/subjectivity and praxis/engagement' and what kind of 'knowledge, skills, values and dispositions' that were aimed among the pupils. What kind of society and culture is described in the book and in the speech? Which loyalties and virtues are promoted as desirable? Which conceptualisation(s) of values, culture and citizenship did the textbook promote among Malagasy pupils? Is it possible to see signs of transitions from a traditional and colonial fabrication of loyalties towards a more national sentiment – and if so, what characteristics has this educationalization of the “new” nation?

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*Keywords:* Inclusive language, linguistic and lexical evolution, cultural changes, hystorical transition, social representation

## **Words Have Power. The Language Of Inclusion Between Historical Dimensions And Cultural Transformations**

Silvia Maggiolini, Elena Zanfroni

Catholic University of the Sacred Heart of Milan

In order to fully understand the principles of inclusive education culture and practices, it seems necessary to identify the milestones that marked the history of integration and inclusion processes, and above all the cultural, educational and human growth of countries, societies and peoples, defining choices and actions towards respect for the value and dignity of being a person. This means giving full value to a present that can only be understood by questioning the reasons and historical paths that made it possible. For these reasons, it becomes important to understand the evolution of the words and concepts that walked along this historical path. Names used to identify persons or conditions are never totally neutral: through them and the emotional meaning they contain, we bring to life an idea of that specific reality, we communicate opinions, we share values. Language is the expression of a collective consciousness, the embodiment of a social representation that can contribute to the building of a dominant culture and that can affect the acted out behaviours. Language is therefore a powerful tool for promoting change and new perspectives of thought: it cannot change reality but it can change the people's reality perception. The history of education and, more generally, the history of thinking about inclusive practices for people with disabilities is punctuated by a succession of terms and definitions that have changed over time, both in response to the development and changing needs of society and to the achievements of scientific progress. The UN *Convention on the Rights of Persons with Disabilities*, promoted by the United Nations in 2006 and ratified in Italy in 2009, in its preamble, highlights how the concept of disability and the different declinations related to it express historically determined evolving ideas, therefore sensitive to social changes and to a certain way of seeing and interpreting phenomena. This is not a matter of pure theoretical formalism. Instead it is better to think about these realities by recognising the intrinsic dynamism that shapes every aspect and dimension of human life. We can find evidence of this in a number of expressions that, over time, have been subjected to changes and adaptations and that have been retraced in this study. These words played a role in the promotion of innovative ideas, thoughts and cultures in the school context in terms of inclusion. In order to give few examples, we could consider the terms Mental Retardation/Intellectual Disability; Illness/Disability; Insertion/Integration/inclusion. This study aims to offer an overview, in a historical key, of the linguistic and lexical evolution of terms and concepts used in the international context in order to define the disability's condition in its different expressions, highlighting the transition from a deficit-centered perspective (ICD, ICDH) to a person-first one (Disability-inclusive language guidelines- 2019 United Nations Office at Geneva). The reconstruction was based on the consulting of educational (Carulla, Reed, 2011), historical- philosophical (Clapton, Fitzgerald 1997) and medical sources (APA DSM IV-TR 2000; APA DSM 5 2013)

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## B2 04.1: Material Hermeneutics and Remediation as Challenges in Visual Studies in Histories of Education

Session Chair: **Ian Grosvenor**, University of Birmingham

Keywords: Situationist methodology, Deconstructing, Pedagogical imperial gaze

### **Experimenting with the Imperial Gaze in Visuals. A pedagogical Experience.**

Eulàlia Collelldemont<sup>1</sup>, Núria Padrós Tuneu<sup>1</sup>, Anna Gómez Mundó<sup>1</sup>, Raquel Cercós Raichs<sup>2</sup>,  
Karine Rivas Guzman<sup>2</sup>, Pilar Prat<sup>1</sup>

<sup>1</sup>UVIC-UCC; <sup>2</sup>UB

In Catalan, to look at the horizon and to protect the intimacy (“esguardar” and “resguardar”) has the same lexeme. It allows to Perejaume -a contemporary visual poet- to establish that they are two connected actions, that they overlap and pursue each other (Perejaume, 2021) as it is implicit in Gatrell (2021; 2022). When we try to deconstruct our own imperial gaze (the acquired by the dominant white middle class), this relation acquires its whole sense. How we look, how we avoid our blind spots, how we replace the ways of seeing (Banaji-Greenwald, 2016). This implies to make visible the substrates of our knowledge and to think about if we want to protect or we need to remove them. It isn't an easy process, as we have experimented in the History of Educational Ecologies International Research Group, HEC. Some of our cognitive fundamentals must be discussed. Therefore, a deep formative experience on memory is necessary. Certainly, the results will shape the next educational actions. In researching and teaching history of education this is an aim and a challenge. How to provoke them, to the others and to oneself is a key issue. Looking at the film *Le moindre geste* («The Slightest Gesture» 1971 dir. Fernand Deligny, Jean-Pierre Daniel, & Josée Manenti) we want to analyse how a group of students and ourselves rethink about our way of seeing and researching history. For this experiment, we want to use one of the methodological instruments experienced by the situationists: the drifting (Estrela-Marichalar, 2015). It implies, playing in an open-discussion and scoring the process. Analysing all together these scores, focusing on our “pedagogical” imperial gaze, in which to emerge in our different attributes when we study the educational process, we want to do a tentative narrative with some pedagogical proposals.

In the paper, we are going to present the epistemological background, and the tentative narrative done in a collaborative way, some of the scores and the results, with the aim to discuss them. Participants of the whole group: Eulàlia Collelldemont, Núria Padrós, Anna Gómez, Raquel Cercós, Karine Rivas. Collaborations: Ana Paz; Judit Soler; Mainés E. Vizcarra; Ian Grosvenor.

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Keywords: Empire, photography, travel writing, gender, education

### **Reflecting The Female Imperial Gaze: Words And Images In The Travel Diaries Of Helen Caddick, 1889-1914**

**Sian Roberts**

University of Birmingham, United Kingdom

As Catherine Hall and others have argued there was a close reciprocal relationship between metropole and empire, and imperial discourses shaped informed the formation of both feminine and masculine identities in Britain (Hall 2002; Hall and Rose, 2006). Photography played a crucial role in reflecting and creating the ‘imaginative geographies’ of empire for the home audience (Ryan, 1997). As a technology it was used to construct racial difference and otherness, and to visually represent the presupposed beneficial influence of imperial educational provision (Moser, 2019). The genre of travel writing is also closely associated with the imperial education of the home audience, enabling a relationship of familiarity and ownership through an articulation of the author’s experiences and encounters in the imperial ‘contact zone’ (Pratt, 2008). British women had a long history of actively participating in colonial discourse (Midgley, 2007), and the writings of women

travellers in particular have been analysed for ways in which gender complicated the nature of the imperial gaze (Mills, 1991). Both of these technologies – photography and travel writing – come together in the travel journals of the Birmingham based educator and traveller Helen Caddick (1845-1927). Caddick was deeply interested in educational issues and played a part in local educational policy making as the first woman member of West Bromwich County Borough Education Committee and as an early Governor of the University of Birmingham. She was a supporter of the Kyrle Society and involved herself in various other social and educational concerns. Between 1889 and 1914 Caddick travelled extensively across the British empire and beyond, including lengthy journeys to Africa, India, Canada, Australia, China, Japan and the Americas. Her detailed travel journals document her experiences and reflections using a combination of words and photographic images that reflect her interests in education and social issues. She was also an avid collector of ethnographic artefacts which she subsequently donated to a local museum. This paper will focus on Caddick's travel journals, now preserved in twelve volumes held by Birmingham Archives and Collections Service, and her published autobiographical account *A White Woman in Central Africa* (Caddick, 1900) to explore two intersecting aspects. Firstly, it will explore Caddick's representations of her encounters in imperial 'contact zones', with a particular focus on educational sites and contexts. In so doing it will analyse the ways in which the interrelationship of words and image in her texts contribute to texts' function as pedagogical objects. Secondly, it will consider what Caddick's texts tell us about the significance of empire in the formation of her identity as an educator and feminist.

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*Keywords:* Imperialism, photography, popular imaginary

### **'A Most Valuable Aid To Education,' Photography And The Imperial Imaginary: A Workshop**

Ian Grosvenor<sup>1</sup>, Tim Allender<sup>2</sup>, Inés Dussel<sup>3</sup>, Karin Priem<sup>4</sup>

<sup>1</sup>University of Birmingham, United Kingdom; <sup>2</sup>University of Sydney, Australia; <sup>3</sup>DIE-CINVESTAV, Mexico; <sup>4</sup>University of Luxembourg, Luxembourg

To mark Queen Victoria's jubilee in 1886 the English political magazine *Punch* produced and circulated a cartoon in which the Queen is captured standing on a plinth surrounded by representations of her subjects including people and animals from the colonies and in the background technological, military, and civil developments, including the building of railways and the introduction of electricity. The cartoon captures the pomp and ceremony of Empire and Victoria's imperial status. In the corner of the cartoon is the figure of the photographer, the recorder of the event. The birth of photography coincided with the greatest expansion of British imperial interests and the acquisition of new territories and establishment of new colonies. Imperialism generated an acceptance of cultural attitudes and practices that were informed by patriotism, a belief in racial superiority, and a sense of duty to 'civilise' the rest of the world. As Gabrielle Moser writes, imperialism involved the collecting, sorting, and organising of 'the world into a visual catalogue,' and the photographer was the technical functionary in this process. Photography captured the Empire at home and abroad and projected a unifying vision onto the popular imagination. Ariella Azoulay has described the moment of photography as a profoundly 'relational encounter' between the spectator, the photographer, and the subject. The present workshop will consider the 'relational encounter' and the production and circulation of imperial photographs. At the centre of this paper/workshop will be the archive of the English photographer, collector, traveller, and politician Sir Benjamin Stone (1838-1914). His archive consists of 22,000 photographs, 600 stereoscopic prints, 17000 glass negatives and over a hundred albums and scrapbooks. They include his own photographs of travels to the Caribbean, Latin America, Australia and South Africa, commissioned images and purchased and exchanged photographs. Alongside capturing the faces and places of the British Empire he photographed English festivals and pageants with a view to stimulating 'local patriotism' and adding 'to everybody's knowledge of the country we love' (James, 2008). Stone looked 'upon photography as being a most valuable aid to education because pictorial illustration is by far the easiest mode and pleasant manner of obtaining instruction.' What meanings were projected by Stone's photographs and collections relating to Empire? How did they shape the popular imaginary of Empire and instruct and educate? Is it possible in our postcolonial times to recontextualize his images so that they are not per-

manently embedded within the imperial framework that produced them? Is it possible for us as historians to overcome the semantic force of archive descriptions and practice Azoulay's idea of 'civil imagination' when we encounter the colonial photographic gaze and recognise that our political status makes us complicit as spectators? Is it possible to 'liberate' our discipline and museology from 'canonized knowledge, ways of knowing, and praxis of living' (Mignolo, 2021; Grosvenor, 2021). To explore these questions the workshop will focus on Stone's photographs of Empire's children.

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## A1 05.1: SYMPOSIUM

### The Relational Histories of Objects and Technologies: Exploring Network Assemblages and Constellations.

#### PART 2: New relations from the margins?

*Keywords:* educational objects, educational technologies, relational ontology, networks, constellations

*Chairs:* **Marcelo Caruso** (Humboldt-Universität zu Berlin), **Inés Dussel** (DIE-CINVESTAV, Mexico)

*Discussant:* **Noah Sobe** (Loyola University)

This symposium seeks to discuss recent research on educational artifacts and technologies stressing its material and relational quality. In the realm of educational histories, what is known as the "material turn" has given way to significant historiographical changes. While the concept of "turn" tends to simplify complex strands of theories that share not much more than a particular attention to a specific field of practice (Catteuw et al, 2005), it is heuristically helpful to analyze the ways in which educational historiography has shifted towards new topics and approaches. In its contestation of the rather idealistic assumptions about education, teaching, and learning in previous works, the "material turn" has enabled an analytical focus on objects and technologies, including the shaping of educational spaces. This shift has been hailed not only as a necessary complement to the emphasis on ideas, but also almost as an antidote against the shortcomings of a decontextualized history (Lawn, 1999; Meda, 2016). Since this historiographical turn, however, research has tended to privilege the analysis of *singular* objects in its materiality, significance, and performance. For example, attention has been paid to the school desk (Kost, 1985; Schonig, 1998; Moreno Martínez, 2005; Castro & da Silva, 2012), the blackboard (Barra, 2016), the reading machine (Bertucci, 2017), the sand desk (Caruso, 2012), the exercise book (Herman et al, 2008), the globe (Ramaswamy, 2017), the radio, the movie picture and television (Cuban, 1986; Serra, 2011), teaching machines (Watters, 2021; Zabel, 2015), or school uniforms (Dussel, 2005), among others. Evidently, these works were highly relevant in understanding the emergence, design, adoption, and effects of the use of these artifacts, yet the focus on analysing *singular* objects remained prevalent. This symposium seeks to expand this line of enquiry through an approach that inscribes the history of educational technologies within an explicit relational framework, such as it has already been done in studies that analyse the circulation of objects (Goodman, 2019) and their relationships to classroom scripts and interactions (Hébrard, 1995). While one analytical challenge consists in overcoming the tendency to isolate individual objects and materials, one of the problems that arises is to find ways to study objects and materials without diluting them in infinite relationships and entanglements. Strathern (1996) argues against limitlessness and suggests cutting the plurality of relations through identifiable summations, condensations, or hybrids that stop the flow momentarily to enact analysis and then bring flow back. In the symposium, we navigate between the pitfalls of isolated objects and infinite relations and associations. The symposium will also discuss the potentials of particular theoretical concepts associated with relational ontologies. First, Bruno Latour's concept of actor *networks*, and its associated idea of (re)assembling the social, assumed the relational nature of objects and materials within the social world; the principles of symmetry and the differentiation between intermediaries and mediators have advanced a new understanding of social situations that take seriously the co-presence of objects and materials when constructing the social (Latour, 2005). Second, the epistemic idea of *constellation* by Theodor Adorno dealt not only with the sense of the simultaneous presence of different objects; it advanced rather an epistemic concept in which, "by gathering around the object of cognition, the concepts potentially determine the object's interior" (Adorno, 2004, p. 162). This conceptualization resists "triumphalist narratives organized

around spirit, reason, production, or any other master signifier” (Friesen, 2016, p. 60). With three panels, the symposium explore the potentials of these concepts for a relational approach to the histories of educational technologies in the 19<sup>th</sup> and 20<sup>th</sup> centuries.

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## Reading Boxes – Renaissance and Redesign of a Well-known Teaching Tool at the Beginning of the 20th Century

Eva S. Schrepf<sup>1</sup>, Sabine Reh<sup>2</sup>

<sup>1</sup>BBF | Research Library for the History of Education at DIPF, <sup>2</sup>Humboldt Universität zu Berlin, BBF | Research Library for the History of Education at DIPF

“Lesekästen (=Reading boxes) for the hands of children” – these educational tools for early reading instruction have, unlike e.g. primers, hardly found their way into scholarly collections and catalogs; only a few boxes have been presented in a contextualized way in (school) museums, but usually not indexed in greater depth. In the research literature, reading boxes are occasionally mentioned (Döring 1973), but only contemporary compilations (Thies 1922) exist, no comprehensive studies. Initially, both as large-format reading machines and in smaller format as luxurious learning games or learning aids in private lessons, reading boxes have been known and in use since the 18th century (Fechner 1900, pp. 79-88; Sander 1914; Schiffler 2009), but it was not until the first decades of the 20th century that they experienced a boom in German-speaking countries. This applies to both their sheer number and the variety of their design. Key factor was the emergence of a teaching materials industry at the end of the 19th century with new industrial production and distribution means. Although often ingeniously designed and protected by patents or as utility models (cf. Patentblatt) the reading boxes were thus made affordable for every student and therefore could be widely used in the large school classes of the time with up to 60 children (Sauer 1987, p. 114 f). At the same time, teachers at elementary schools fought for a rise in their social status by ways of advancing professionalization. In this process they focused on improving teaching methods and activities (Müller-Rolli 1989; Klewitz/Leschinsky 1984, pp. 86ff). Therefore, they were especially open and susceptible to the ideas of reform pedagogy – i.e. ideas of activating pupils’ self-activity and of focusing on their own experiences in the learning process: instead of teaching content only, they emphasized learning-psychological aspects of a child-oriented and generally flexible lesson structure with stronger attention on child spontaneity. (Jungk 1991, pp. 40 ff). Against this background, teachers – especially those with an affinity for craftsmanship – welcomed the reading box as means to be creative. They could design these boxes exactly according to their needs and methodological ideas and quickly adapt the design to changing requirements, like new fonts or primers guidelines being introduced, and, by this way, transformed their invention decisively. With the “redesign”, however, not only the appearance of the object changed, but in this constellation it also became a different object and – as one could say – also an actor in its own right in early reading instruction. In our contribution, we want to pursue the question of how this boom can be explained by means of a unique “constellation” of various factors and/or phenomena, ideas, practices, and institutions during this period and how, in precisely this situation, the reading box emerged as a new actor in relation to the other factors. Furthermore, looking at the data and figures corresponding to the individual factors of this historical constellation, we want to trace the concretization of such a constellation using selected reading boxes.

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## Rocking, Rhythm, and Relational Objects Viewed through the Perspective of ‘Poor Pedagogy’

Catherine Burke

University of Cambridge

This paper draws attention to the presence of rocking horses and other rhythmic equipment in twentieth century school environments. Using mainly visual evidence collected over the past two decades it applies the concept of ‘poor pedagogy’ (Masschelein, 2010) in exploring the value of attending, paying attention and practicing waiting as a research strategy. In this sense, attending to and collecting evidence of rocking classroom equipment in late 19<sup>th</sup> and early 20<sup>th</sup> century classrooms, illuminates overlooked relationships between time, space and movement. It is argued that attending to evidence of the presence of such objects contributes experientially to new and emerging scholarship exploring the significance of ‘rhythm’ in education (Alhadeff-Jones, 2017). A ‘non-collection’ of images (Edwards, 2019) show school interiors and playgrounds in England and Wales often featuring the rocking horse as one item among many contained in a room designed for the education and care of younger children. As such, any significance that this object might represent in the history of education is easily overlooked. But once recognised as a material presence, it becomes possible to discover further evidence of these objects in school interiors or yards. In photographs illustrating nineteenth century classrooms, a single rocking horse can occasionally be found towards the edges of the frame, but in the twentieth century, there are examples where the rocking horse within the school space is clearly the focal point of the constructed image and appears to communicate something about the educational aspirations of the institution. Such examples argue for the case of the rocking horse, and potentially of rocking more generally, to be taken seriously in understanding experiences of past schooling. Considered as a series, these images begin to produce a network out of items that have until this point in time had no connection; the series becomes a ‘non-collection’ of hitherto ignored objects in the experience of schooling (Edwards 2019). Once acknowledged, these objects are drawn into view from the edges of past experience, potentially enriching our interest in and knowledge of material, emotional and sensorial histories of education. While there has been progress in exploring the possibilities of a sensory history of education (Burke and Grosvenor 2011; Thyssen and Grosvenor 2019), few scholars have seriously considered the particular sensory experience of rhythmic movement in school spaces, or what has been called the *complex polyrhythm of place* (Edensor 2010, 69). Taking rhythm and rocking seriously has the potential of leading us to explore aspects of the history of education “beyond an immobile vision of space” (Novoa 2014, 52). The example of the rocking horse takes our habitual mode of seeing school spaces from a position of regard for the static around which movement occurs towards the movement upon which the static is rooted. I experiment with a micro-material approach exploiting visual and text-based evidence in the hope and expectation that this will stimulate the research imagination of others who are equally committed to taking the road less travelled and prepared to embrace risk in their scholarly endeavours (Nóvoa 2014).

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## A Wooden Puzzle as “Bundle of Interwoven Lines”: The Entwining of Educational Reform, Curative Education and Artistic Design

Angelo Van Gorp<sup>1</sup>, Frederik Herman<sup>2</sup>

<sup>1</sup>University of Koblenz-Landau, Germany, <sup>2</sup>University of Applied Sciences and Arts Northwestern Switzerland

Inspired by Tim Ingold (2008; 2013) – as might become clear from the abstract’s title – and triggered by the research agenda of the recently founded *History of Educational Ecologies International Research Group* (HEC) – both of which we

have found extremely helpful in thinking in terms of fluid assemblages, networks or meshworks and human/cultural ecologies – this paper seeks to unknot the many “lines of becoming (...) drawn tightly together” (Ingold, 2013, p. 132) around a wooden inlay puzzle of a rooster. Displayed on the cover of the 1978 reprint of *Initiation à l’activité intellectuelle et motrice par les jeux éducatifs* by Ovide Decroly and Eugénie Monchamp – Decroly’s key publication on educational games, published in 1914 –, the puzzle attracted our attention as it is not that kind of game, at least not in its design that we would immediately associate with Decroly’s educational games, for it stands out for its “artistic quality” as André Michelet, editor of the reprinted book, rightly emphasized. Interestingly, the book also contained an inlay flyer promoting a selection of creative toys (*jeux créatifs*), including other puzzles and colorful construction blocks/games designed by the Swiss artist Pierre Küenzi. Those toys as well as the reprint were produced/published by the same French publisher, *Delachaux et Niestlé* – at the time well-known for its series on education/pedagogy and psychology. In short, a puzzle made by an idealist artist in the early 1960s at a kitchen table in Lausanne, was (re)used by a French publisher in 1978 as showpiece on the cover of a book on educational games, which in turn stems from the heart of the Belgian educational reform movement at the beginning of the twentieth century. This flashing forward and backward, makes clear that we are not aiming at telling a (chronological) object biography, but chose for a kind of open-ended travelogue, which describes our attempts to follow the various “associations” bundled around this puzzle (Latour, 2005), which has been traveling through time and space and, while doing so, got enmeshed within various practices and realms (from the Arts, city development and playground movements, over educational reform and experimental psychology to the publishing industry).

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## Primary School Toilets as Hybrids: Materials, Objects and Practices

Lucila da Silva

IPEHCS/CONICET, Argentina

In Argentina, toilets that have been present in public and domestic buildings since the last third of the nineteenth century (da Silva, 2018; Dussel, 2021). Among them, primary school toilets are hybrids (Penner, 2013) that have a peculiar history. First, notions related to behaviours, privacy, intimacy, as well as gender and generational roles, central for the production of modern subjectivities, are linked with toilets. Second, architectural and engineering developments that led to the proliferation of toilets and schools in human dwellings were contemporary processes. Until 1900, most primary schools in Argentina operated in rental houses with domestic features, and some of them lacked toilets. To summarize, what is recognized today as a typology of school bathrooms was defined in close connection with the modern school space shaped by discursive and material relations. This paper focuses on the itinerary and the role of materials and objects present in public primary school toilets in the city of Buenos Aires between 1880 and 1930, inquiring about their specificity as educational technologies, and interrogating their adoption, conditions of use, and circulation in school settings. Previous works (da Silva, 2018; Dussel, 2021; Penner, 2013; Pruneri, 2020) had already pointed out that doors, windows, sanitary artifacts, plumbing, mirrors, and materials (iron, wood, brick, glass, marble, concrete) deserve a closer look. In my approach, I trace the relations between toilet artifacts and other school spaces and practices, as well as broader networks such as sanitary bureaucracy and transnational commercial circuits (Gonçalves Vidal & Alcântara, 2021). This work can be inscribed within a relational framework since objects and materials are interrogated “from their enactment in contingent practical contexts” (Goodman, 2017), understanding that objects and materials come to be within actual, quotidian, massive practices that are informed by traditions, aesthetic canons, moral criteria, socio-economic positions, among others (Hodder, 1994). Methodologically, this work is based on official records considered as “fragments” (Tafuri, 1984). Most files from the National Council of Education and the Argentine Water and Sewerage Company (AYSA). I am particularly interested in documents from the “*Oficina de contraste*” (in charge of the approval of sanitary artifacts) and the “*Oficina de funcionamiento*” (in charge of the inspections). In my analysis, I also consider catalogues of sanitary artifacts, school plans, educational legislation, building regulations, photographs, and articles in pedagogical magazines.

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## **A1 05.2: Pedagogical Objects as Educational Devices**

*Session Chair: Tomáš Kasper*, Technická univerzita v Liberci

*Keywords: history of classrooms, educational discourse, Hungary*

### **Discourses on Classrooms in Hungary in the Early 20th Century**

*Attila Nóbik*

University of Szeged, Hungary

Educational systems can be understood as organized spaces in the modern state (Mitter, 2004). As Burbules highlights: "Spaces are relatively objective, defined by the contours of natural or architectural structures and locations. When I say 'relatively', I do not deny that spaces might already contain cultural markers and meanings. But places are spaces that have become personally or socially significant because of their history, uses, and cultural significance." (Burbules, 2013 p. 167.). Following this line of reasoning, school buildings and classrooms are certainly spaces that can become places, and their history can be analysed from many perspectives. History of classroom design and classroom management is often studied from a Foucaultian viewpoint. According to Foucault, the design of classrooms serve the purpose of the continuous observation and discipline. Classrooms, he suggest, are designed to facilitate certain ways of teaching. Teaching students the 'normal', self-governing use of their bodies is a fundamental function of the school as Foucault (1995) notes. Drawing on this theoretical background, in my analysis I have studied the Hungarian elementary teachers' discourses on classroom design, especially on furniture and equipment in the early 20th century. One source of the research was an encyclopedia (*Encyclopedia of Elementary Education*) published in three volumes between 1911 and 1915. Also, I have analysed Hungarian educational journals. Results of my research show that the topic was present constantly in the sources, mainly focusing on furnitures and hygiene of the classroom. Didactic and hygienic discourses could be identified in the sources. Observational and disciplinary features of classroom design were, however, hardly discussed in the encyclopedia and the journals,

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*Keywords: Picture postcards, "Corriere dei Piccoli", children's literature, Italy, 20th Century*

### **Paola Carrara Lombroso And Picture Postcards As Educational Products: A Way To Educate Young Readers And Citizens Of Tomorrow**

*Sabrina Fava*

Catholic University of the Sacred Heart of Milan





Picture postcards were officially recognized around the world as communicative medium in 1897 during the 5th Congress of the Universal Postal Union. In Italy, postcards were largely disseminated during the Giolitti era and throughout the Great War, thus becoming an extraordinary concrete medium with a pervasive potential. Postcards influenced mass culture by constructing a collective imagination, they promoted the education of adults as well as of young people in the small and medium bourgeoisie. As postcards reflected the shape of cultural industry by reproducing large scale images, they stemmed from a complex productive process that became a language of its own, starting from the artistic originality of the image to the printed form, reaching a wider audience both in terms of visual education and as swift communicative tool. In such cultural context, in 1909 in “Corriere dei Piccoli” (1908-1995), the most prominent magazine for children in Italy at the time, Paola Carrara Lombroso (1871-1954) began the project for “Bibliotechine per le scuole rurali” (libraries for rural schools), destined to a long-lasting success until halfway through the 20th century. The young readers of the magazine took part with initiative, willingness and generosity by colouring and selling postcards created by Italian artists. The sum raised was used to donate books to rural schools.

With reference to the educational project of Paola Carrara Lombroso, the present research wishes to analyse a sample of postcards illustrated by well-known Italian artists such as Attilio Mussino, Golia (Eugenio Colmo) and Marco Montedoro, but also by young emerging female artists such as Edina Altara, Paola Bologna, Bona Gigliucci and Gugù, in order to shed light on the way childhood was represented and the world that surrounded it. Toys, books, contexts, facial expressions and clothes are significant visual evidence of the multiple perspectives that adults adopted to reach children through entertainment, with a strong educational potential. In such illustrations, the artist’s gaze met child readers as they became protagonists by using different techniques and colours to integrate the iconic message, and at the same time owning that message by modelling their thought and subjectivity. As the Great War unfolded, postcards changed the subject displayed as well as the charitable purpose, while their use remained the same. The war was illustrated through pictures and the aim of the project was gathering funds to ensure assistance to war orphans. Within a few years, postcards illustrations depicted very different scenarios that are worth investigating for the practical use of postcards in their educational meaning and potential, as well as the symbolical meanings depicted that helped shaping the imagination of a young generation at the beginning of the 20<sup>th</sup> century.

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*Keywords:* Russian language teaching, development teaching tools, political influence, communism  
**Cultural and Political Dimensions of Pedagogical Objects in Russian Language Teaching between 1949 and 1989 in Hungary**

Beatrix Vincze

Eötvös University Budapest

Between 1949 and 1989, the Russian language was compulsory in Hungarian schools, as it was in other communist countries under Soviet influence in Eastern Europe. The teaching of the Russian language served primarily to educate citizens politically/ideologically and played a specific mediating role in the unification of the Soviet Union and the friendly countries of the Soviet Union. This presentation aims to illustrate the changes in teaching tools and the political decision-making mechanisms behind them, the impact of Soviet influence, and then the integration efforts in response to the Western challenges posed by the scientific-technological revolution. The evolution of teaching tools (textbooks, exercise books and language teaching aids, wall charts, pictures, lantern slides, films) has been significantly influenced by the language teaching methods, educational theories, and political and economic contexts used. The major epochs in the development of teaching aids in the country coincide with the political periods of the party-state. Between 1949 and 1961, teaching aids were strongly linked to Marxist-Leninist ideology, both in their textual and in their illustrative material. The introduction of the curriculum in 1961 brought about a significant change, because of textbooks and teaching materials became more aesthetic in their appearance and less dogmatic in their content. The authors placed greater emphasis on modern didactic principles and incorporated the results of research into textbook theory. Following the decision of the Hungarian Socialist Workers' Party in 1972, the 1961 school reform was revised. The curriculum was reduced, and teaching materials were significantly modernised in terms of both content and methodology. A complete replacement of textbooks took place in 1978. The development of teaching materials was influenced by Skinner's new approach to teaching technology. In 1973, the National Centre for Educational Technology was established in Hungary. This institution paved the way for the introduction of educational technology in Hungarian higher education and promoted the latest international methods and research. The new language pedagogy, which was coming to fruition in the 1980s, created the way for the introduction of modern teaching tools.

The lecture seeks to answer the following question: What role have foreign and domestic models of teaching tool development and textbook research played in domestic pedagogy? How have Russian teaching tools adapted to Schramm's generations? What are the specificities of the changes in domestic Russian teaching tools? The methodology of the analysis is based on documentary analysis, with the archives and the collection of teaching aids of the National Pedagogical Library and Museum as the main source. The expected partial results may help to compare the international (Eastern European) practice of Russian teaching.

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*Keywords:* social and cultural relevance of images, pedagogical use of images, visual history, meaning-making, pedagogical objects

### **What you see is what you get - Representation, Knowledge, and Strategies of showing in Images**

Kerstin te Heesen

University of Luxembourg, Luxembourg

Images are omnipresent in our society and inform our everyday life. Different technologies offer various ways to produce, use, and digest images when we look around us. Images are strongly connected to our cultural and societal habitus as they represent and make visible what is at the core of our world. Following Mitchell, who points out that a “dialectical concept of visual culture cannot rest content with a definition of its object as the social construction of the visual field but must insist on exploring the chiasmic reversal of this proposition, the visual construction of the social field” (Mitchell, 2002, p. 171), this contribution seeks to revisit the relevance of images as mediators of knowledge, concepts, perceptions, norms, and values – and, more specifically, their connection to education and learning, e. g. the pedagogical use of images. Perceiving images as sources that depict how the social world is constructed and envisioned is not a “new” phenomenon. Already in 1658, when he published his *Orbis Sensualium Pictus* (The visible world in pictures), Johann Amos Comenius emphasizes the strong interplay between our (mental) images and education: “Since we store what we have seen in mental images, the stirring up of visual attention is basic to education.” (Alpers, 1983, p. 95). Following this argumentation, this individual paper aims to uncover basic strategies of showing and how the images that are around us, that have an impact on us, and that, ultimately, become iconic depictions of our popular culture, are influenced by different cultural and societal means of what should be seen (and what maybe should remain invisible): *What you see is what you get*. The focus is set on what Mollenhauer calls “forgotten connections” when figuring out the interplay between culture and upbringing, and more precisely, the strong contribution of images to education: “[...] when we show or point out ›the world‹ to children, we show them not the world but rather what we take the world to be and what appears to us to be tolerable or worth pointing out to children.” (Mollenhauer, 2014, p. 53) Therefore, this presentation contributes to strand A1 “Material histories of objects and their educational use”, as it explores images as facilitators of knowledge. In this perspective, the role of images is an active one of precisely giving visual form to cultural and social perceptions: it does not just simply *have* a meaning. Still, it actively produces this meaning (see Kemp, in Alpers 1985, pp. 16-17). Thus, images are mediators and active protagonists of social life that do not only depict but give visual shape to and help spread ideas and concepts. At the same time, they are also (capable of) critically interrogating these ideas and concepts. When applying a didactic point of view, images are capable of stimulating meaning-making and inspiring learning, and, consequently, become pedagogical objects that can help structure and interpret reality (see Priem, 2015, pp. 1011-1012) – and, therefore, are “relevant for educational reflection” (Mietzner, 2012, p. 239).

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## **A2 05.1: PREFORMED PANEL**

### **Textbooks, Materiality, and the Making of Future Citizens in 19th- and 20th-Century Europe**

*Keywords:* textbooks, curriculum, civics education, materiality

*Chair:* **Johannes Westberg** (University of Groningen)

*Discussant:* **Rebekka Horlacher** (University of Zurich)

For the last 200 or so years, probably the most durable teaching technology has been the use of textbooks. In providing teachers and students with suitable teaching and learning material, textbooks are a materialization of the curriculum. Or, in Michael W. Apple’s words: “the curriculum is the textbook in a large number of classes” (Apple 2019: 205 – his italics). During this same span of time, especially that of the long 19th century, growing ideas of nationalism and of education for the masses were also instigating change in much of Europe. Many Central and Western European states were eschewing former institutional forms as they developed into nation-states which needed to educate their new and future

citizens. One of the results of this development was that nation-building efforts and the making of future citizens were educationalized into the curriculum – and, therefore, into textbooks and other teaching materials as well. Since our research on how future citizens were made through schooling in 19th- and 20th-century Europe, we therefore use textbooks as one of our main sources. In our proposed panel, we have two main objectives. First, based on the analysis of the textbook’s materiality and content, we will discuss the thesis that instead of specific school subjects it is the whole curriculum that is supposed to mold the future citizens (Boser Hofmann 2016). In looking at the materiality as well as content of curricula, we will also argue that it is not solely the textbooks’ content but also the images they enclose (e.g., Provenzo 2011), the colors applied, and even the fonts used in print that are playing a role in making national citizens (Boser/Caruso/Hofmann 2019). More specifically, we will look at textbooks for history classes from Denmark in the late 19th and early 20th centuries, a textbook for geometry from Switzerland, textbooks for singing from Norway, and a reading book for children with special needs from Switzerland. Our second objective is to show how a so far rather traditional textbook analysis, which focuses on the books’ content, can be broadened by applying concepts developed in the wake of the “material turn” (Herman 2020), the “visual turn” (del Mar del Pozo Andrés/Braster 2020), and the “linguistic turn” (Tröhler/Fox 2019).

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### *Presentations of the Panel*

#### **“Feeble-Minded” Children as Future Citizens? A Swiss Reading Book for Students with Special Needs**

**Michèle Florence Hofmann**

University of Zurich

From the late 19th century onwards, the conviction prevailed that compulsory education should also apply to intellectually “abnormal” children, that like their “normal” peers they too should be educated to become useful members of society, i.e., citizens (Hofmann 2017). For this purpose, not only were special educational institutions and separate school classes established to complement primary school and mainstream classes, but special teaching material was also developed (e.g., Van Drenth & Myers 2011). An example of the latter is a Swiss textbook for “feeble-minded” children, entitled *Mein Lesebüchlein* (My Little Reading Book), published in four parts in 1903 and 1908. The four booklets contained the reading material for the entire compulsory school period and were the central teaching material for the instruction of the “feeble-minded” children in German-speaking Switzerland. In the proposed paper, I will use the example of this reading book to provide answers to the following questions. What notions of the future citizen underlay the educational efforts for “feeble-minded” children? What knowledge and skills should these children have as future citizens? In what way was the teaching material adapted to their specific needs? And in how far was the teaching material for the “feeble-minded” a normalizing tool?

In answering this question, I will turn to concepts developed in the wake of the “material turn” (Herman 2020) and focus on the materiality of the reading book. A first analysis shows that images played an important role. The reading book was to provide “stimulation through good illustrations” for the “feeble-minded” children (Beglinger 1913: 156). To meet this requirement, the four booklets contained more illustrations than other Swiss reading books at the time. Another aspect concerns the fonts used in the reading book. At the beginning of the 20th century, the question of whether Gothic types (called *Fraktur*) or Latin letters (called *Antiqua*) were used for printed documents was a question of national identity in multilingual Switzerland. The two typefaces referred not only to different regions of usage but also to different cultural



spheres: Fraktur was associated with German culture, history, and heritage, whereas Antiqua was associated with French culture, science, and modernity. Both typefaces were used in German-speaking Switzerland, and children—to become good Swiss citizens—had to learn to read both types of writing in school (Boser & Hofmann 2019). A look at the four booklets of the Little Reading Book show that the “feeble-minded” children—just like their “normal” peers—first learned to decipher one type of writing (Fraktur) and then the other (Antiqua).

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### **School Singing as Curricular Nation-Building Strategy in the case of Norway**

Lina Jacqueline Colli

University of Vienna

School singing was deemed a well-established school subject and interdisciplinary teaching strategy for modern mass education in 19th- and 20th-century Norway. “[P]romoting national ideals to children” (Olsen, 2018, p. 221), singing was used to mediate knowledge as well as cultural norms and values in its cognitive, intellectual, emotional, and physical dimensions. School songbooks were published shortly after the introduction of the Norwegian primary school act in 1827, which followed Norway’s independence from Denmark in 1814 and aimed at creating loyal Norwegian national citizens, an intention that became increasingly hidden over the next 200 years. Yet, since “national education systems still bear often invisible elements of national identity that have not vanished” (Tröhler, 2016, p. 280), school songbooks per se still maintain hidden national motifs. Accordingly, pupils absorb and recreate – or embody – discursively (re)produced meanings stemming from national ideologies. In order to demonstrate the national ideals reproduced through school songs, using Norway as an example, this paper explores school songbooks and a set of recurring songs identified by Ragnhild E. Lund (2010) covering the time frame from 1850 to 1960. Using Lakoff and Johnson’s (2003, 1999) theory of embodied cognitive science, my paper is situated in the research field focusing on both the intended and embodied curriculum. Drawing on the neurophysiological, cognitive unconscious, and phenomenological dimensions of embodiment processes, this paper shows interest in how singing in school and the materiality of song(book)s help shape students’ national identities and thus fabricate future loyal national citizens. The paper is organized in three steps: First, the phenomenon of school singing is grasped theoretically in order to demonstrate how curricular aspirations, or, more precisely, national ideals and symbols, can be embodied through the educational and pedagogical means of singing. Second, the materiality of the songbooks will be analyzed, for example, in terms of layout, the tables of contents, language of lyrics, verse selections, and linguistic and musical aspects of the songs, to reveal national values that students may have discursively embodied through singing at school. And finally, in a third step, based on a brief reflection on the patterns of “Norwegianness” revealed in the above-mentioned songbooks, the potential of the embodied curriculum in relation to particular kinds of people, or rather, future loyal citizens, is illuminated.

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## Imagining the National and Local in Danish History Textbook Images

Nicole Elizabeth Gotling

University of Vienna

Denmark published a set of school laws on July 29, 1814, which enforced mass, compulsory education across the kingdom. The school laws were published separately, however, depending on location: one for rural schools, one for schools in market towns, and one for schools in Copenhagen. The curricula of this tiered system would not be unified under a national curriculum until the Sthyrskc Circular of 1900 and new school laws of 1903–04. Up until then, school districts taught school subjects to varying degrees and intensity based on what was deemed appropriate for the region and school type. Although somewhat varied, there were specific guidelines in the different Danish school laws and curricula for what the goals of the different school subjects, such as history and geography, should be on a general, though non-uniform, level across the state. Also in line with these different school laws from 1814 and the different school-based curricula during the 19th century, the Danish educational institution was highly decentralized, and this decentralization carried over to the choice and use of textbooks across the nation-state. Even with this decentralized structure, there were still certain textbook series which became popular across the country. A prime example are the textbooks written and published by Niels Christian Rom, who was one of the most popular and re-published authors (Gjerløff & Jacobsen, 2014, pp. 193–195) of compulsory school level history and geography textbooks in Denmark. For decades (1860s–1900s), Rom’s textbooks on the history or geography of the Fatherland were used across the country to teach students the values of the Danish nation-state and the ways of being Danish (see, for example, Gotling, 2020, in press; for more on the national purposing of materials for these subjects, see also, Dahn & Boser, 2015; Apple, 2000).

Yet even Rom’s nationwide textbooks were affected by the decentralized system when an altered version of his textbooks was specifically authorized by and published for Copenhagen school districts at the turn of the century (e.g., *Ny Fædrelandshistorie for Borger- og Almueskolen*, 1896–1905) in parallel to the generally unaltered, nationally authorized versions of his popular textbooks (e.g., *Fædrelandshistorie for Borger- og Almueskolen*, 1875–1897). The changes and goals of the “new” versions can be evidenced not just in the text, but also in the images printed on the covers of and throughout the books. This paper will discuss a comparative visual analysis of the images (del Mar del Pozo Andrés, 2006) used in examples from these 2 versions of Danish history textbook series in order to show the role that images have in supporting the textual content inside (and, by that, the assumed goals of the local and national educational historiographers).

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## From the “Future Citizen” to a “Metric We”

Lukas Boser

University of Basel

In the context of the emerging “modern scientific world view” in early modern Europe (Shapin 1996; Crosby 1997; Alder 2002; Behrisch 2016), measuring became the most important and most trusted mode of gaining knowledge about the physical world. It is therefore not surprising that surveying became part of the curriculum in many of the emerging systems

for mass schooling in the late 18th and 19th centuries. However, as Thomas Popkewitz and others have shown (Popkewitz 2017; Boser 2020), school subjects are often less about the actual matter taught but more about making particular kinds of people, or as I will argue in this paper, about preparing the students for their life as citizens in a modern republic by familiarizing them with a particular epistemology (for the epistemology embedded in systems of measurements see Lugli 2019). Based on a unique hand-written textbook from 1810, I will show how a young teacher from the Swiss canton of Berne developed a basic surveying course, at a time when the political will to teach such courses was explicitly expressed, but no corresponding textbook existed yet. The analysis of the hand-drawn and hand-colored examples developed by this young teacher gives us an impression of what skills and knowledge a teacher wanted his students to have. The analysis also provides hints on how the teacher taught his students to gain knowledge about the world, and why he thought this knowledge was important.

To conclude my paper, I will discuss why and how we can understand this Swiss case study as an example of a larger process in which the teaching and learning of measuring (i.e. geometry, surveying, Planimetrie, arpentage) became an important element in both the popularization of a scientific world view and the making of future citizens through mass schooling (Boser 2016; Westberg/Boser/Brühwiler 2019) in European modern (nation) states. I will argue that the teaching and learning of measuring also became a central element to a popular way of thinking (e.g. Porter 1986; Porter 1995; Scott 1998; Cohen 2005) which does not only quantify the physical world but also mentation and the social world, and thus creates a “metric we” (Mau 2018).

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## **A2 05.2: Teaching and Society (3)**

*Session Chair:* **Pieter Verstraete**, KU Leuven

*Keywords:* Mental tests, Sound Studies, Mental Disability, Psychologisation

### **Mental Testing in the Belgian History of Education for Children with Mental Disabilities from a Sound Studies Perspective (1920-1940)**

**Nele Reyniers**

KU Leuven, Belgium

In the history of education, a considerable amount of research has been carried out on the presence of mental tests in the field of education (e.g. Bakker, 2021; Richardson & Johanningmeier, 1997; Ryan, 2011). In the existing literature, however, this emergence of testing in educational practice is very often considered as part of the process of psychologisation. This psychologisation process in education can be described as a process whereby psychological discourses and theories have become the backbone of the attempts to understand oneself, the other and the world at large (De Vos, 2015, p.280). Explicit manifestations of this process in education were, among others, child guidance clinics (Bakker, 2006; Stewart, 2011) and mental tests (Canales & Polenghi, 2019; Mülberger, 2014). Mental testing in this regard is considered solely as

an expression of psychological influence in education. On the other hand, historiography on mental testing in general mainly focuses on the link between craniometry and mental testing and on the French and American mental testing movement (Mülberger, 2014, p.181). In her article, Mülberger pleaded for new contributions that might add to these dominant approaches towards the history of mental testing (Mülberger, 2014, p.177).

In part to meet this demand and to look beyond the psychologisation gaze, this presentation analyses the mental tests used in the first Belgian educational initiatives for children with mental disabilities from a Sound Studies perspective. This interdisciplinary approach focuses on sounds and silences to study the past. In line with the broader project of my PhD that studies the history of education for children with mental disability from this Sound Studies perspective, the sounds produced by these children are analysed to uncover underlying ideological and societal arguments to define mental disability. In addition to clinical observations, mental tests were introduced in the 1920s to define mental disability in Belgian institutions. By means of two examples of such tests, this presentation aims to show how, in this psychological instrument par excellence, societal beliefs also enter the defining process of mental disability. First, the *boîte à ouvrir* developed by Ovide Decroly sheds some light on the language issue in mental testing and the establishment of non-verbal performance tests (Van Gorp, Depaepe & Simon, 2004). Second, the Bühler-Hetzer *kleinkindertest* is analysed to demonstrate the importance of sounds in testing a child's development (Herring, 1937). Based on these two tests, the hypothesis is that although mental disability was officially diagnosed by a physician or psychologist making use of medical and psychological discourse, the definition of mental disability was just as much based on societal values of what defines a human being.

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*Keywords:* inclusion, oralism vs gesturalism, Special education teaching methods, total communication for deaf people.

### **Good Practices of Inclusion: The Long Experience of “Scuola Audiofonetica” in Italy**

Ilaria Folci

Catholic University of the Sacred Heart of Milan

The dispute between the oralist and the gestural method to teach deaf students was overcome during the «International Congress» of Milan in 1880 which decided in favor of the pure oral method. In the spirit of this position, the “Scuola Audiofonetica”, founded in 1856 as a first institute for deaf girls in Brescia, became a model of national importance for the method applied there. The Canossian Sisters, who founded the school, preferred to use the oral method: specialized in speech therapy and in teaching deaf students, the sisters studied a rehabilitative and didactic path that essentially involved immersion in verbal language. Making the educational proposal more effective, the school also included a dormitory: the education of deaf girls had to include every aspect of life and not be limited to the scholastic dimension. With the beginning of the deinstitutionalization process, the dormitory was closed and in 1974 the “Scuola Audiofonetica” became an institution opened to pupils with or without disabilities: the first experience in this perspective is represented by the opening of the primary school for the children of the district of Mompiano, where it is located. A unique and original experience of inclusion started: it might be called “reverse integration”: within an institution designed for the empowerment



of fragility, children without disabilities came in. Since those years the school, from a predominantly oralist perspective for deaf students, has opened to a mixed approach in its educational and didactic choices, adopting a new model, called «total communication»: written and oral Italian language, Italian sign language (LIS), other non-verbal forms of communication (Alternative Augmentative Communication, visual and object communication, non-coded gestural communication). The idea of enabling children to exercise their communication skills through a variety of codes strengthens their motivation and desire to relate, as well as their participation in social life. “Total communication” is also a good educational option for nondeaf students, who benefit from the many language and expressive channels activated. The long experience in the field of integration of “Scuola Audiofonetica” represents a virtuous example of how institutions born as special schools for the rehabilitation of students with sensory disabilities have evolved into inclusive structures opened to the community and to collaboration and interaction with different knowledge (medicine, speech therapy rehabilitation, special education, didactics, psychology). The paper will illustrate different didactic methods used in the “Scuola Audiofonetica” from its birth till today and the related inclusion’s perspectives that these approaches have conveyed and continue to convey.

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*Keywords:* Intra-school differentiation, differentiation classes, primary education, Ukraine.

### **Intra-school Differentiation in Primary Education of Ukraine: Achievements and Disappointments**

Tetiana Havrylenko

T. H. Shevchenko National University «Chernihiv Colehium», Ukraine

The dynamism of modern social transformations is accompanied by the reform of the education sector, in particular of primary school. One of the priority vectors of this process is the differentiation of training, ensuring the individual educational trajectory of junior pupils’ development, taking into consideration their personal needs, interests and abilities. Therefore, it is natural to study the historical and pedagogical experience. Thus, in Ukraine of the 1970s-1990s the issue of the differentiation of training became actualized at the state level; the category of “differentiation of training” irreversibly entered into scientific circulation and spread in the educational space. In addition, the research, experimentation and introduction of new forms and levels of differentiation in primary education was intensified within the outlined chronological periods. The issue of intra-school differentiation was on the agenda in the early 1970s due to structural and semantic transformations in primary education. The search for optimal forms of training, especially for pupils with poor grades, became relevant. As it was too difficult to organise individual work with this category of pupils in the conditions of ordinary classes, it was proposed to teach them in specially created classes, which were called *individualized training classes or levelling (equalization) classes*. In the course of a long-lasting experiment it was found out that special organizational, didactic and psychological conditions allowed to overcome the gap in knowledge and development of pupils. Since 1983, levelling (equalization) classes became widespread in mass school practice in Ukraine, and became the basis for similar studies in Belarus, Russia, Estonia, and Latvia. However, a year later in Ukraine the levelling (equalization) classes were actually equated to special schools and provided for the education of children with mental retardation. This was due to the fact that levelling (equalization) classes as a form of differentiation and individualisation of training contradicted the then unified education system. However, the work on intra-school differentiation continued. Researchers

of School Psychodiagnostics Laboratory of the Psychology Research Institute of Ukraine developed a *psychological and pedagogical system of differentiated training*, which provided for creation of four types of classes in a general education school from the first year of study: *classes of the age norm, classes of the accelerated training, classes of the increased individual attention or levelling (equalization) classes, and classes for children with mental retardation*. The proposed intra-school differentiation in primary education was supported by the teaching community and has been implemented in more than 2,000 schools in Ukraine, as well as in Belarus and Russia. There were great hopes for the introduction of differentiated classes: improving the quality of primary education, eliminating the overload of pupils, meeting their cognitive abilities, etc. However, the transition to differentiated training based on the principle of creating classes depending on the pupils' abilities, unfortunately, was not properly prepared: appropriate programmes, textbooks, illustrations were not developed. This was the reason for a certain disappointment in the intra-school differentiation among teachers, and it led to abandoning of differentiation classes in primary school of Ukraine in the late 1990s.

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*Keywords:* film-making, media education, elementary school, Monte Olimpino, Italy  
**Producing Films with Children at School. The Case of Monte Olimpino, Italy (1966-70)**

Damiano Felini

University of Parma, Italy

Researchers at the University of Parma, Italy, are carrying out a large research project on the history of media education in post-war Italy. From this project, a case study emerged focusing on one of the first examples of film-making with pupils in elementary schools: the case of Monte Olimpino (Felini, 2019b). In the years 1966-70, the Cooperative of Monte Olimpino (Como) – composed of a group of film-makers experimenting with new film languages, especially in the field of advertising (the famous designer and educator Bruno Munari was one of them) – produced 25 films with several classes of twelve local elementary schools and one nearby 'special' school for handicapped children. In doing so, the cooperative collaborated with the teachers, developed a specific teaching methodology, and documented the work done (Belgrano, 1968; M. Piccardo, 1974; Vincelli, 1975). Following this experience, some of the members of the cooperative used the same method also in the insane asylum of Trieste, which was the center of the renewal of psychiatric care in those years, mostly thanks to its director Franco Basaglia (A. Piccardo, 2015). The knowledge and experience developed at Monte Olimpino and in other schools where film-making was done, was later taken up in the National programs for Primary schools (1985) and for Kindergartens (1991), where specific disciplines were inserted, such as "Visual Education" and "Messages and media" respectively (Belgrano, 1984; Felini, 2002; Galliani, 1988; M. Gamba, 1987, 1995; Piantoni, 1988). The case study is based on the analysis of written documentations, interviews with the last living protagonist of the experience, and viewings of some of the movies produced with the classes. A specific pedagogy of school film-making emerges, especially if compared with other contemporary experiences both in Italy and beyond. The example of Monte Olimpino reveals that film-making was used in schools to achieve different educational goals related to different media pedagogies (Adorni, 1976; Bacigalupi et al., 1973; Bonamini et al., 1978; Casetti et al., 1978; Cirone Scarfi, 1969; Felini, 2015, 2019a; L. Gamba & Bascialli, 1966; Maisetti & Zanotti, 1979; Pevato & Quaregna, 1978; Pisano, 2014; Sprini & Lo Verso, 1974).

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## A4 05.1: Educational Media and Society (2)

Session Chair: [Kate Rousmaniere](#), Miami University, Ohio

*Keywords:* television, media literacy, social justice, VCR, commercialism

### Turning On and Tuning In: Television Literacy in U.S. K-12 Schools, 1970s-1990s

[Victoria Cain](#)

Northeastern University, United States of America

By the late 1960s, television possessed unparalleled influence and reach in U.S. homes and public spaces. Yet television had almost no presence in U.S. classrooms. Reformers worried about baby boomers' generational rage wrung their hands over schools' disuse of television. Educators should reconsider television's possibilities, wrote FCC Educational Broadcasting Branch chief Robert Hilliard in 1970, seeing it "as a base for reaching, turning on and tuning in our youth." The era's urban crisis also prompted a reevaluation of television's educational potential. Policymakers and urban education reformers began to suggest that television might help to solve the educational problems posed by racism, poverty, and generational alienation. By mid-1970s, liberal educators in Christian social justice movements joined the chorus of voices encouraging schools to make use of television to meet the moment's crises. These educators saw network television as the source and symptom of many of the era's social ills, so urged schools to introduce media literacy curricula in classrooms to teach future citizens to watch television thoughtfully and resist media that undermined civic engagement and morality.

Thanks to the efforts of these disparate reformers, in the 1970s and 1980s, educators incorporated television into their work more freely and frequently than ever before. Federal agencies provided funding for television programs aimed at improving minority students' cognitive and affective skills, while educators made creative use of public and network programming. The rapid proliferation of VCRs further afforded classroom teachers the ability to improvise. But classroom teachers' use of television gradually lost its progressive edge. This paper will analyze why and how this shift in classroom television practice took place, arguing that a combination of funding practices, national politics, and pedagogical assessment tools conspired to elbow aside social justice-oriented media literacy pedagogy and television practice in the United States. As the nation's commitment to desegregation and educational equity atrophied, so did funding for informal educational television programs and inventive classroom media projects. Corporate sponsors and entrepreneurs eager to sell programs and hardware to classrooms adopted the language of media literacy but chucked the movement's early commitment to social justice. By the 1990s, classroom television was no longer prized as a possible route to more engaging, more equitable education. Instead, it had become a well-trodden road to corporate profit and public relations management.



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*Keywords:* documentary, history politics, GDR, transformation, memory

### **The Revolution on Television? The Medial Construction of Memory Discourses through Documentaries about the East German Transformation since 1989/90**

May Jehle

Goethe University Frankfurt, Germany

Societal discourses on divided memory in united Germany (Clarke/Wölfel 2011) are not only concerned with the GDR but also with the revolutionary events at its end and the following process of transformation (Reißig 2000; Brückweh et al. 2020). While the discourse on memorizing the GDR fluctuates between the dictatorial character of the political system and ordinary life experiences, we also find different narratives with regard to the revolution and transformation process since 1989/90 (e.g. Ganzenmüller 2021). The investigation of the formation of these discourses confronts us with mutual and reciprocal relationships between various perspectives including complex relations of medial documentation, (re-)presentations and reception. Furthermore, these various currents present distinct points of reference within the controversial field of history politics and politics of memory. In general, the formation of a memory discourse tends to retrospective linearization of initially contingent developments and emerging events (e. g. Welzer 1993). Thus, the current medial discourse in reunified Germany interprets the historic events in East Germany in 1989/90 mainly from the perspective telling a story about reunification and the following transformation process. Thereby, the East German experiences of disappointment during the transformation phase and the sensation of a 'colonialization' overlap the experiences of empowerment during the previous revolution (e.g. Bertram/Kollmorgen 2001; Brähler/Wagner 2014; Lux/Leistner 2021). Over time, these discourses follow specific dynamics and cycles, evokes debates on identity building processes – which affects (re-)presentations in medial discourses again – and still concern societal negotiations of origin and belonging in current debates (e.g. Flack 2013; Leistner/Lux 2021; Brückweh et al. 2020).

Whereby there exists already a broader research on various forms of memorizing the GDR (e.g. Hodgin/Pearce 2011; Rehtin/Tate 2011; Saunders/Pinfold 2013), the revolution and the following transformation came into focus – likely due to the temporal distance – just recently. Against this backdrop, the paper introduces contemporary video material from contemporary documentaries, specifically a series of documentaries from Leipzig from 1987 until 2015 (Voigt 2015). Based on a second pre-selection from among this documentary series, the paper will focus on an analysis how these films present their protagonists' experiences in the context of the revolutionary events and the early transformation. Doing so, it presents documentations of early experiences of (dis-)empowerment in its multi-layeredness without retrospective linearization. On that basis it considers further research perspectives like contrastive case studies including retrospective documentaries and other source material (e.g. interviews with protagonists and filmmakers) in order to enlighten these mutual construction processes of medial representations and memory discourses. Specifically, it intends a discussion on possibilities of deconstructing dominant interpretations by contrasting and pluralizing distinct perspectives and narratives patterns as well as by variations and decentrations of timeframes (e.g. Leistner/Lux 2021; Denschlag 2017).

Methodologically, it includes a discussion on the analysis of documentaries as a source of historic educational research, which considers its multilayered forms of audiovisual representation as documents and contributions to societal communicative contexts on meaningful (re-)interpretations of the past (e.g. Cabeleira et al. 2011; Warmington et al. 2011; Nichols 2010; Schlegelmilch 2019; Grant/Jordanova 2020).

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*Keywords:* SRA cards, teaching aids, Cold War

## **Reading Laboratory Kit’s “SRA Cards” in the Political and Social Context of the United States during the Cold War**

Christine A. Ogren

University of Iowa, United States of America

Chicago-based education-services company Science Research Associates introduced its Reading Laboratory Kit in 1957. This teaching aid used soon-to-be-iconic “SRA cards” to guide students through independent reading exercises that culminated in multiple-choice tests in mathematics, science, and social studies. In this paper, I analyze SRA cards as an edu-

cational technology that reflected the political and social context of education in the United States during the Cold War. I describe the conceptualization, design, and impact of SRA cards in light of the larger educational environment, and explain how SRA cards reflected tensions between anti-educationist sentiment and a desire to improve society through education. The Reading Laboratory Kit appeared in the same year that the Soviet Union successfully launched the Sputnik satellite. Cold-War competition with the Soviet Union spurred efforts in the U.S. to identify and prepare the brightest students as leaders in science and international affairs, and the Sputnik launch heightened criticism of U.S. teachers and interest in education scholarship based in academic disciplines rather than the field of education (Hartman, 2008; Lagemann, 2000; Ogren, 2013). An effort to make learning more uniform, more academic, and less dependent on teachers' skills or quality, SRA cards jibed with anti-educationist sentiment. By the late 1950s, the U.S. was also in the throes of the Civil Rights Movement, which called for more equitable treatment of all students in the name of democracy and for the greater good (Hartman, 2008; Gasman, 2007). Science Research Associates founder and chief executive Lyle M. Spencer served as a director of the United Negro College Fund and spoke passionately about education's essential role in a democratic society. The history of SRA cards thus offers a window into understanding how a distrust of teachers could coexist with a desire to improve society through education at this volatile point in history.

Part of a larger intellectual history of Spencer, my paper will explain how he and his company encountered and negotiated the tensions between the Cold War imperative to nurture bright students amid a distrust of teachers and the Civil Rights Movement's focus on schools and educators as instruments of social improvement. Considering the Reading Laboratory Kit's SRA cards in this broader context will offer insights into the role of political and social forces in the development and use of educational technologies.

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## **A5 05.1: Technologies and the Body**

*Session Chair:* **Luis M. Naya**, University of the Basque Country

*Keywords:* physical education (PE), disability, assessments, rehabilitation, integration

### **Building Adapted PE Assessment for Physically Disabled Pupils In France 1970s: A New Technology For Equality?**

*Construire Des Epreuves d'EPS Adaptée Pour Les élèves Handicapés Physiques En France (Années 1970) :  
Une Nouvelle Technologie Pour L'Egalité ?*

**Yacine Tajri**

Université Gustave Eiffel, France

#### *Abstract (in English):*

In France, the 1960s marked an acceleration of the sportivization of physical education (PE) in a school which led to a very important rise of the number of pupils. While the school system still organizes the practice of PE for pupils according to a categorization by aptitudes, after a medical inspection, the treatment of deficient pupils (group 3) by mechanistic physical rehabilitation is still dominant. Facing this inequality, various elements participate in the deconstruction of this model in order to offer a more egalitarian PE and in particular by working on a new docimological technology: the adapted PE assessments. In a period of cultural and generational changes, the bases of the model of physical rehabilitation for disabled pupils were breaking apart and gradually tending towards an integration model that was widely disseminated in the 1980s. While people with disabilities organized themselves outside of the school and in the sports movement, specialized education was restructured at school in the 1960s. The PE school discipline still excluded those who didn't respond to the representations of a legitimate and valid body. To what extent did the 1960s and the pedagogical renewal prepare the debates and the achievements on the adaptation of this school discipline in the following decade? How were the adapted assessments constructed? What are the obstacles to the dissemination? How do the reflections of certain teachers participate in re-examining practices in PE? This proposal aims to question the construction of this new technology that are the adapted tests of PE as a method and tool to promote the integration of everyone. In order to construct this reasoning, the corpus is composed of sources from the national archives of Pierrefitte-sur-Seine, from the Ministry of National Education or the Ministry of Youth and Sports. Also, some interviews were carried out during our thesis work

with former PE teachers who had a key role in the developments studied here. These different sources are cross-referenced with professional periodicals.

*Abstract (in Language of Presentation) :*

En France, les années 1960 marquent une accélération de la sportivisation de l'éducation physique et sportive (EPS) dans une école qui voit le nombre d'élèves exploser. Alors que le système scolaire organise toujours la pratique de l'EPS pour les élèves selon une catégorisation par les aptitudes, après une inspection médicale, le traitement des élèves déficients (groupe 3) par une rééducation physique mécaniste est toujours dominant. Face à cette inégalité, différents éléments participent à déconstruire ce modèle afin de proposer une EPS plus égalitaire et notamment en travaillant sur une nouvelle technologie docimologique : les épreuves d'EPS adaptée. Dans une période en pleine mutation culturelle et générationnelle, les bases du modèle de la rééducation physique à destination des élèves déficients se fissurent pour tendre progressivement vers celui du handicap et de l'intégration largement diffusé dans les années 1980. Tandis que les personnes handicapées s'organisent dans le milieu sportif extra-scolaire et que l'enseignement spécialisé se restructure à l'école dans les années 1960, la discipline scolaire exclut toujours celles et ceux qui ne répondraient pas aux représentations d'un corps légitime et valide en EPS. Dans quelle mesure les années 1960 et le renouveau pédagogique préparent-ils les débats et les réalisations sur l'adaptation de cette discipline scolaire la décennie suivante ? Comment ont été construites les épreuves adaptées ? Quels sont les freins à leur diffusion ? En quoi les réflexions de certains enseignants participent-elles à réinterroger les pratiques en EPS ? Cette proposition a pour objectif d'interroger la construction de cette nouvelle « technologie » que sont les épreuves adaptées d'EPS en tant que méthode et outil pour favoriser l'intégration des toutes et tous. Pour cette communication, le corpus est constitué de sources dépouillées pour la plupart aux archives nationales de Pierrefitte-sur-Seine, qu'il s'agisse des versements du ministère de l'Éducation nationale ou du ministère de la Jeunesse et des Sports. Aussi, quelques entretiens ont été réalisés durant notre travail de thèse avec d'anciens enseignants d'EPS ayant eu un rôle-clé dans les évolutions étudiées. Ces différentes sources sont croisées avec des revues professionnelles d'époque.

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*Keywords:* congress, physical education, bodies, objects, Uruguay

**Bodily Showcases of Progress. The Third Pan American Congress of Physical Education, Uruguay 1950**

*Vitrinas Corporales del Progreso. El Tercer Congreso Panamericano de Educación Física, Uruguay 1950*

Paola Dogliotti<sup>1</sup>, Pablo Scharagrodsky<sup>2</sup>

<sup>1</sup>Universidad de la República: Facultad de Humanidades y Ciencias de la Educación e Instituto Superior de Educación Física, Uruguay; <sup>2</sup>Universidad Nacional de Quilmes y Universidad Nacional de La Plata, Argentina

*Abstract (in English):*

The following paper analyses, from a social, political and cultural history of education, in dialogue with the history of physical education as a school discipline, the III Pan-American Congress of Physical Education held in Uruguay in 1950. This important event was part of a network of relationships that began to take shape in the early 1940s through a series of meetings organised in Buenos Aires and Rio de Janeiro by various leaders in the field, closely linked to the State. Although the transnational flow of ideas, people, objects and proposals related to Physical Education had begun in the late nineteenth and early twentieth centuries, the Latin American exchange circuits and networks began to consolidate and grow from the 1940s onwards. These types of events were central to the trans-national affirmation of the speciality. We



conceptualise the academic event - the first of its kind in Uruguay - as a material and symbolic space, hybrid, dynamic and in movement, which allows us to identify dominant knowledge and problems in the discipline, authorised specialists in the art of educating and healing by and through movement, and institutions that legitimise certain educational or health policies to be implemented on Latin American populations. Among the main sources to be analysed are the proceedings, resolutions and reports of the congress, the written press and the proceedings linked to other Pan-American congresses. We explored the international event as a device that deliberately fabricated a set of bodily scenes to be shown to congress participants, authorities and the general public. Two were central. On the one hand, the typical gymnastic exhibitions organised a visual field whose centrality was a studied body choreography. On the other hand, the event organised a Pan-American Exhibition of Physical Education and the First Sports Art Exhibition. The congress exhibited the progress linked to the education of bodies produced in certain spaces, showing «the material heritage of the school», and of other modern institutions linked to the management and administration of bodies in movement. This modelling bodily project exhibited was saturated with contradictory and ambivalent modern metaphors and metonymies linked to ideas of order, rationality, scientificity, urban transformation, national glamour, equality and social hierarchisation, acceptance of certain countries as powerhouses of individual and national production and progress.

Material culture and the exhibition of objects and bodies through photographs or sports equipment contributed to the installation and authorisation of a «knowledge of observation», producing a kind of training in how to look, what to look at and, with nuances, the type of hermeneutic operation to be carried out. Although we do not know how it was received, re-signified and translated by those who attended these spaces, it is clear that these places contributed to educate or regulate the gaze on how to see the body and certain parts of it, associating them with aesthetic, sexual, erotic, ethnic, national and political ideals prefigured from a political regime linked to modernity and certain modern values.

*Abstract (in Language of Presentation) :*

El siguiente trabajo analiza, a partir de una historia social, política y cultural de la educación, en diálogo con la historia de la educación física como disciplina escolar, el III Congreso Panamericano de Educación Física realizado en Uruguay en 1950. El importante evento fue parte de una trama de relaciones que comenzó a pergeñarse a principios de los años '40 a partir de una serie de reuniones organizadas en Buenos Aires y en Río de Janeiro por varios referentes de la especialidad, estrechamente vinculados con el Estado. Si bien el flujo trans-nacional de ideas, personas, objetos y propuestas vinculadas con la Educación Física se había iniciado a fines del siglo XIX y principios del XX, los circuitos y redes de intercambios latinoamericanos comenzaron a consolidarse y a crecer a partir de los años '40'. Este tipo de eventos fueron centrales para la afirmación trans-nacional de la especialidad. Conceptualizamos al evento académico -el primero en su tipo en el Uruguay- como un espacio material y simbólico, híbrido, dinámico y en movimiento, que permite identificar saberes y problemáticas dominantes en la disciplina, especialistas autorizados en el arte de educar y curar por y a través del movimiento, e instituciones legitimadoras de ciertas políticas educativas o sanitarias a ser implementadas sobre las poblaciones latinoamericanas. Entre las principales fuentes a analizar se destacan las memorias, resoluciones e informes del congreso, la prensa escrita y las memorias vinculadas a otros congresos panamericanos. Exploramos el evento internacional como un dispositivo que fabricó deliberadamente un conjunto de escenas corporales para ser mostradas a congresistas, autoridades y público en general. Dos fueron centrales. Por un lado, las típicas exhibiciones gimnásticas que organizaron un campo visual cuya centralidad fue una estudiada coreografía corporal. Por otro lado, el evento, organizó una Exposición Panamericana de Educación Física y el Primer Salón de Arte Deportivo. El congreso exhibió los progresos vinculados con la educación de los cuerpos producidas en ciertos espacios mostrando «el patrimonio material de la escuela», y de otras instituciones modernas vinculadas a la gestión y administración de los cuerpos en movimiento. Este proyecto corporal modelizante y modelizador exhibido, estuvo saturado de metáforas y metonimias modernas contradictorias y ambivalentes vinculadas con ideas de orden, racionalidad, cientificidad, transformación urbana, lucimiento nacional, igualdad y jerarquización social, aceptación de algunos países como usinas de producción y progreso individual y nacional. La cultura material y la exhibición de objetos y cuerpos a través de las fotografías o aparatos deportivos contribuyeron a instalar y autorizar un “saber observar”, produciendo una especie de adiestramiento sobre la mirada, sobre el qué mirar y, con matices, sobre el tipo de operación hermenéutica a realizar. Aunque no sabemos cómo fue recibido, re-significado y traducido por los y las asistentes a dichos espacios, está claro que estos lugares contribuyeron a educar o regular la mirada sobre cómo ver el cuerpo y ciertas partes de él, asociándolas a ideales estéticos, sexuales, eróticos, étnicos, nacionales y políticos prefigurados a partir de un régimen político vinculado con la modernidad y ciertos valores modernos.

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*Keywords:* Children education and hygiene, health protocols, Covid-19 pandemic, Pedagogical practices in children education.

**Childhood Protocols: Education and Body Care of Small Children in Health Crisis from 1920 to 2020.**

*Protocolos De Infância: A Educação E O Cuidado Do Corpo De Crianças Pequenas Nas Crises Sanitárias De 1920 E 2020.*

Tania Maria Serafim, Rayane Jéssica Aranha da Silva

UNICAMP, Brazil

*Abstract (in English):*

In the history of Brazilian early childhood education, the attendance of babies and young children is marked by caring and educating and, currently, the inseparability of these two aspects in pedagogical practice is assumed. At this level of education, since the end of XX century, hygienist practices permeate the actions of the Education professionals, curriculum, children and their families, and its content is still present in the attendance of this age group. The emergency of the pandemic brought to light, once again, the discourses, practices and a set of norms which act as pedagogical devices in the routine and school space of early childhood education schools. The present work aims to discuss the care and education of young children body comparing the practices and discourses of the health crisis of 1920s and the actions and protocols established to face Covid-19 in 2020. In both contexts, we observe, in the performance of the institutions dedicated to the care of children, a concern with the civilizing content of the child's body and poverty which, in Brazil, is pejoratively associated with the lack of hygiene and good customs. The methodology adopted in this study is based on the analysis of documents and health guidelines published by the government aimed to the institutions that guided the care of babies and young children, regulating practices and actions that characterize the hygienist conceptions of the late 20th century and in the context of Covid-19 pandemic. We are interested in investigating how these sets of discourses and practices acted on the bodies of young children in the moments of pedagogical work organization, use of spaces, compliance with protocols and in the hygiene routine. We question how such actions shape the bodies and children's sensibility and, therefore, of early childhood education in favor of the principles consolidation which promote and preserve life and health. In health documents and protocols, aspects such as: ventilation, safety, comfort, sanitation of spaces, objects and also of the children themselves, structure the work of professionals who work directly with them. Thus, the study lists the approximations and distances in education and care for babies and young children in the historical perspective

of school health in 1920 and 2020. In this sense, we realize that in both historical moments, by instituting actions to eliminate vicious attitudes and practices considered bad, the singularities and specificities inherent to pedagogical practice in early childhood education are also eliminated. The discourse of cultivating good habits and the adoption of hygienist practices, under the pretext of protecting children from diseases and safeguarding their bodies, end up inculcating procedures that detach their ability to reflect on the self-care actions they perform, culminating in the gradual disregard of their subjectivity and identity in the care of themselves.

*Abstract (in Language of Presentation) :*

Na história da educação infantil brasileira o atendimento dos bebês e crianças pequenas é marcado pelo cuidar e educar, atualmente, assume-se a indissociabilidade desses dois aspectos na prática pedagógica. Nesse nível de ensino, desde o final do século XX, as práticas higienistas permeiam as ações dos profissionais da educação, o currículo, as crianças e suas famílias e, seu teor ainda hoje se faz presente no atendimento desta faixa etária. A emergência da pandemia trouxe à tona, novamente, os discursos, práticas e um conjunto de normas que atuam como dispositivos pedagógicos na rotina e espaço escolar das escolas de educação infantil. O presente trabalho tem por objetivo discutir o cuidar e o educar do corpo de crianças pequenas, cotejando as práticas e discursos da crise sanitária da década de 1920 e as ações e protocolos estabelecidos para o enfrentamento da Covid-19 em 2020. Em ambos os contextos percebemos na atuação das intuições dedicadas ao atendimento das crianças uma preocupação com o teor civilizatório do corpo infantil e da pobreza, que no Brasil é pejorativamente associada à falta de higiene e bons costumes (CHALHOUB, 1996). A metodologia adotada neste estudo baseia-se na análise dos documentos e orientações sanitárias publicadas pelo poder público direcionadas às instituições que nortearam atendimento de bebês e crianças pequenas, regulamentando práticas e ações que caracterizam as concepções higienistas do final do século XX e no contexto da pandemia da Covid-19. Interessa-nos investigar como esses conjuntos de discursos e práticas atuaram sob os corpos da pequena infância nos momentos de organização do trabalho pedagógico, uso dos espaços, cumprimento dos protocolos e na rotina de higiene. Problematicamos como tais ações conformam os corpos e a sensibilidade das crianças e por conseguinte, da educação infantil em prol da consolidação de princípios que promovam e preservem a vida e a saúde. Nos documentos e protocolos sanitários aspectos como: ventilação, segurança, conforto, higienização dos espaços, objetos e também das próprias crianças, estruturam o fazer dos profissionais que atuam diretamente com elas. Assim, o estudo elenca as aproximações e distanciamentos na educação e cuidado com bebês e crianças pequenas na perspectiva histórica da saúde escolar em 1920 e 2020. Neste sentido, percebemos que em ambos os momentos históricos, ao instituir ações para eliminar atitudes viciosas e práticas consideradas ruins, elimina-se também as singularidades e especificidades inerentes ao fazer pedagógico na educação infantil. O discurso do cultivo de bons hábitos e a adoção de práticas de cunho higienista, sob o pretexto de proteger as crianças de doenças e de salvaguardar seus corpos, acabam por inculcar procedimentos que desvinculam a capacidade delas de refletir sobre as ações de autocuidado que realizam, culminando na paulatina desconsideração de sua subjetividade e identidade no cuidado de si.

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### A6 05.1: PREFORMED PANEL

#### Looking for the First “Educational Technologies”: Commercial Catalogues as Sources for the Study of the Birth of School Materialities

*Keywords:* Commercial Catalogues, educational objects, XIX century, School Materialities, school publishing houses

*Session Chair:* **Maria Cristina Morandini**, University of Turin

*Session Chair:* **Ilaria Mattioni**, University of Turin

*Discussant:* **Francesca Davida Pizzigoni**, National Institute for Documentation, Innovation and Educational Research (INDIRE)

Every country, in parallel with its own process of unification and the consequent development of a national school system, has seen the birth and proliferation of new «educational objects». They are certainly a mirror of pedagogical thought and teaching practice of a certain period, but also a trace of a nascent specialized industry whose products today - at a distance of about 150 years from the start of their creation in the second half of the nineteenth century - allow us to study the history of the school through its material culture.

The Panel aims to identify the first steps in the production of these subsidies in each country represented by the speakers: Spain, France, Brazil and Italy. The contributions therefore intend to reconstruct which producers, which types of objects, which disciplines are the first to be affected by the new phenomenon of the production of educational objects. This reconstruction will be carried out through a specific source: the catalogues of companies that produce teaching materials. These «brochures», originally mere commercial catalogues, today represent a valuable and versatile source capable of giving us the dynamics and directions of development of a real market able to represent the school culture through its



objects. Although the first pioneering studies on the use of the commercial catalogues of school publishing houses as sources for historical research began in the late 1990s, it is in recent years that international historiography has definitively shown the broad heuristic and interpretative approaches that can be applied to such documents. The Panel intends to contribute to the international debate by providing a timely analysis of these sources and in particular by showing their contents and approaches in the first years of existence of catalogues dedicated to teaching materials, in order to highlight through them the birth and the development of the production of “pedagogical objects”. The final outcome of the Panel, in this way, through the study of the origin of the production of teaching materials in each country (limited to the first twenty years of development of this phenomenon), will help to reconstruct an ideal «timeline» in which to identify an international framework of dates, names of producers and types of objects that marked the start of the path of the production of teaching materials. The Panel is promoted by the University of Turin - Department of Philosophy and Education Sciences and will be coordinated by two chairs: Maria Cristina Morandini - full professor of history of pedagogy – and Ilaria Mattioni - associate professor of history of children’s literature. The 4 contributions that compose the Panel will deal with the topic in four different countries: France, Spain, Brazil and Italy. The papers will be presented by : Professor Marguerite Figeac-Monthus - Université Bordeaux-Montaigne (France); Professor M.a José Martínez Ruiz-Funes - Universidad de Murcia - and Professor José Pedro Marín - Universidad Complutense (Spain); Professor Gizele de Souza - Universidade Federal do Paraná (Brasil); Professor Juri Meda - Università di Macerata (Italy). Panel Discussant will Francesca Davida Pizzigoni – researcher of INDIRE - (Italy).

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### *Presentations of the Panel*

## **The Rise Of The Italian Educational Industry Between 19th And 20th Century**

**Juri Meda**

University of Macerata

There is a historiographical gap relating to the initial dependence of Italian schools on the import of school material and teaching aids from abroad and the commercial competition progressively provided by Italian companies starting from the end of the 19th century. If as a result of the Unification process the school publishing companies had developed exceptionally, there was a wider range of classroom furniture, scientific collection and models which began to spread, opening new trade opportunities for foreign companies, especially French and German. The first historical surveys conducted in this field have outlined an initial dependence on foreign industry as regards the production of some particular teaching aids – the “non-paper” ones, which couldn’t be produced in-house in the lithographic establishments of the publishing houses already dominant in the school market, such as Vallardi and Paravia –, followed by a growing technical improvement of national production, which in the following years led to progressive competitiveness on a trading level with respect to the foreign one and finally to the productive independence. The nationalisation of the school market coincided

with the increase in demand caused by the ever more effective imposition of compulsory schooling and with the consequent phenomenon of the teaching aids' proliferation, which offered to Italian companies the real opportunity to invest in a rapidly expanding market, pursuing their own profits. If in post-Unification schools the ministerial prescriptions regarding the didactic equipment of the classrooms were very few and the teachers had a limited sample of aids for teaching the various curricular disciplines, in the last two decades of the 19th century the assortment of objects at their disposal slowly began to increase, in order to induce a generalized homologation of teaching methods, as well as to standardise the educational contents. It is in this framework that we need to place the birth of the Italian educational industry: on the one hand, the needs for "didactic normalization" expressed by the central administration of public education determined the conditions for the proliferation of teaching aids capable of orienting the educational practices of teachers in this sense; on the other hand, the massification of public education determined the conditions under which the private companies judged this sector as profitable and decided to invest its own capital in it. Inevitably came a clash with the powerful German educational industry, which could count on an advanced scientific culture and on a long-lasting productive tradition, which ensured that it was able to colonize the European school market. The commercial penetration in Italy essentially took place through direct sales by means of their own catalogs, through the opening of subsidiaries and commercial representatives in the most important Italian cities and through the sale of products to Italian companies that provided for their marketing on the national scale. Based on data collected by us, it is possible to state that the progressive consolidation of the national educational industry took place between the Teens and the Thirties, with an inevitable acceleration coinciding with the First World War.

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## **A Catalog of The End of 19th Century: The Example of The Maison Deyrolle House in Paris**

*Un Catalogue de la Fin du XIXe Siècle: l'Exemple de la Maison Deyrolle à Paris*

**Marguerite Figeac-Monthus**

Université Bordeaux-Montaigne

From a Deyrolle catalogue entitled *Factory of furniture and school materials for nursery, primary, secondary and higher education (1898)*, the aim is to examine in detail all the elements and put them into perspective in order to show what a catalogue could provide to researchers. After presenting the *Maison et les Usines Deyrolle*, we will first set up a quantitative study of the presented objects, while focusing on certain aspects and trying to understand the differences from elementary school to higher education. Then, in a second time, we will show how all these objects are the reflection of an innovative educational functioning that takes its roots in the eighteenth century. We will focus on animal and plant biology. Finally, in a third step, we will examine all that concerns the transformations of a society, highlighting how a catalogue show all the concerns of an epoch: hygiene, colonization, development of a technical teaching, concluding with a study of the price of objects to see how far institutions were prepared to pay for school materials. We will conclude by showing the originality and influence of the *Maison Deyrolle*.

*Paper Abstract (in Language of Presentation):*

À partir d'un catalogue Deyrolle s'intitulant Fabrique de mobilier et de matériel scolaires pour les enseignements maternel, primaire, secondaire et supérieur, année 1898, il s'agit d'examiner tous les éléments proposés dans le détail et de les mettre en perspective afin de démontrer tout ce qu'un catalogue peut apporter comme informations aux chercheurs. Après avoir présenté la Maison et les Usines Deyrolle en introduction, nous dresserons dans un premier temps, une étude quantitative des objets présentés tout en nous attachant sur certains aspects et en essayant de comprendre les différences de l'école élémentaire à l'enseignement supérieur. Puis, dans un second temps, nous montrerons en quoi tous ces objets sont le reflet d'un fonctionnement éducatif novateur qui prend ses racines au XVIII<sup>e</sup> siècle où l'on enseigne en observant. Nous nous attarderons pour cela sur les biologies animale et végétale. Enfin, dans un troisième temps, nous relèverons, tout ce qui concerne les transformations d'une société, en mettant en avant que l'on trouve dans un catalogue comme celui-ci toutes les préoccupations d'une époque: l'hygiénisme, colonisation, développement d'un enseignement technique, cela pourra aller jusqu'à une étude du prix des objets pour voir jusqu'où les établissements pouvaient être prêts à payer le matériel scolaire. Nous concluons en montrant l'originalité et le rayonnement de la maison Deyrolle.

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**Assortment Of Books And Teaching Materials In Catalogues: Sources For The History Of Education  
And School Material Culture**

*Sortimento de Livros e Materiais Didáticos em Catálogos: Fontes para a História da Educação e para a Cultura Material escolar*

**Gizele de Souza**

Universidade Federal do Paraná

In the second half of the 19th century, the presence of typographers and booksellers intensified in some Brazilian cities. The process of professionalization of booksellers and printers in Brazil took place slowly and gradually, and used the incorporation of new technologies in trade. Given this context and the editorial expansion in Brazil in the twentieth century, publishing houses began to produce catalogues of their products as a way to publicize the efforts undertaken by these establishments, as well as to send and sell to their potential customers the material, symbolic and cultural collection produced by them. This work aims to discuss the books and didactic materials catalogues, produced by publishers, as a privileged source for studies in the history of education and in the field of school material culture, and for this, the choice turns to analyse some catalogues produced by Companhia Melhoramento de São Paulo. The intention is to examine some of the many catalogues produced by this company and, through them, highlight the material dimensions and the information about books and teaching materials that could be returned to Brazilian schools and support teachers in the process of schooling. According to Pedro Martínez (2005), «the teaching materials catalogues were an important means of advertising and dissemination of all kinds of teaching materials, as well as school furniture» (p. 342). The expansion of the book market represents a phenomenon that accompanies the diffusion of the process of education and schooling and corroborates with the perspective of the school as a powerful space for demand and acquisition of products on a large scale. The research conducted by Heloisa Pimenta Rocha (2019), which already highlighted the potential of the commercial catalogues of Editora Melhoramentos as a source to examine the industry's role in the configuration of the primary school material culture, in the first decades of the 20th century, informs that this Company was founded in 1890 and the enterprise takes momentum, «with the association of Bühnaeds to the brothers Otto, Alfried and Walther Weiszflog, immigrants from Germany, the last of them with training in graphic arts» (p. 100). In theoretical-methodological terms, the analysis that will be carried out here will privilege some of the catalogues of the Companhia Melhoramentos between the Twenties and the Thirties, focusing on the dimensions of representation and school materiality. In Brazil, the field of historical studies of school material culture has consolidated and contributed to the understandings of the process of childhood schooling, as can be seen in research led by Gizele de Souza, Vera Lucia Gaspar da Silva, Rosa Fátima de Souza, among others.

*Paper Abstract (in Language of Presentation):*

Na segunda metade do século XIX, intensificou-se, em algumas cidades brasileiras, a presença de tipógrafos e livreiros. O processo de profissionalização de livreiros e impressores no Brasil deu-se de modo lento e gradual, e utilizou-se da incorporação de novas tecnologias na navegação e da facilidade de trocas comerciais. Diante deste contexto e da expansão

editorial no Brasil, no século XX, casas comerciais passaram a produzir catálogos dos seus produtos como modo de divulgar os esforços empreendidos por estes estabelecimentos, bem como fazer chegar e vender - a seus potenciais clientes - o acervo material, simbólico e cultural produzido por estes comerciantes. Objetiva-se neste trabalho discutir os catálogos com sortimento de livros e materiais didáticos, produzidos por editoras, como fonte privilegiada para os estudos em história da educação e no campo da cultura material escolar, e para isso, a escolha se volta para escrutinar alguns catálogos produzidos pela Companhia Melhoramento de São Paulo. O intento é examinar alguns, dos muitos catálogos produzidos por esta Companhia e, por meio deles, destacar as dimensões materiais e os informes acerca de livros e materiais didáticos que poderiam se voltar às escolas brasileiras e apoiar os professores no processo de escolarização. Segundo nos informa Pedro Martínez (2005) “os catálogos especializados em material de ensino constituíram um importante meio de propaganda e difusão de todo tipo de materiais para o ensino, assim como do mobiliário escolar” (p.342). A expansão do mercado livreiro representa um fenômeno que acompanha a difusão do processo de instrução e escolarização e corrobora com a perspectiva da escola como espaço poderoso de demanda e aquisição de produtos em larga escala. A pesquisa realizada por Heloisa Pimenta Rocha (2019), que já destacava sobre a potencialidade dos catálogos comerciais da Editora Melhoramentos como fonte para examinar a atuação da indústria na configuração da cultura material da escola primária, nas primeiras décadas do século XX, informa que esta Companhia foi fundada em 1890 e o empreendimento toma impulso, “com a associação de Bühnaeds aos irmãos Otto, Alfried e Walther Weiszflog, imigrados da Alemanha, o último deles com formação em artes gráficas” (p.100). Em termos teórico-metodológicos, a análise que aqui será realizada, privilegiará alguns dos catálogos da Companhia Melhoramentos, no recorte temporal entre anos 20 e 30 do século XX, tomando centralidade as dimensões de representação e materialidade escolar. No Brasil, o campo dos estudos históricos da cultura material escolar, tem se consolidado e contribuído para os entendimentos acerca do processo de escolarização da infância, como se pode observar em pesquisas capitaneadas por Gizele de Souza, Vera Lucia Gaspar da Silva, Rosa Fátima de Souza, entre outros.

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### **Genesis And Development Of School Material Catalogs In Spain In The Period Between Centuries (XIX-XX)**

*Génesis Y Desarrollo De Los Catálogos De Material Escolar En España En El Periodo Entre Siglos (XIX-XX)*

**María José Martínez Ruiz-Funes<sup>1</sup>, Jose Pedro Marín<sup>2</sup>**

<sup>1</sup>Universidad de Murcia, <sup>2</sup>Universidad Complutense de Madrid

Since the 1990s, educational historiography has used the catalogues of teaching materials as a documentary source. In Spain many researches have been reconstructing different aspects related to material culture that are made evident through these documents. This work aims to investigate the origins of the catalogues published in Spain, which are closely related to the book market, their commercialization and the specialization of some bookshops and publishing houses in titles intended for teaching.

We will present a study of the first companies that promoted school material in Spain, investigating their origins: bookshops, printing houses or publishers and how their commercial offer evolved. The different levels of education demanded differentiated materials depending on the social configuration of the student potential, so secondary or kindergarten education had their own offer that differed from the offer for primary education. On the other hand, the legislation was changing and conditioning the market. At first the National Pedagogical Museum published its own catalogues and promoted the relations of European commercial houses collected in them. Subsequently, the competitions and awards of school materials that the Ministry of Public Instruction and Fine Arts called through the *Gazeta de Madrid* contributed to increase the presence in the market of certain houses that manufacture and supply the material. During these initial moments, stationery and writing tools stood out, most of the time they were produced on national scale and their distribution was local. In parallel but with different advertising strategies, commercial houses, either bookshops or publishing houses, found a niche market in the marketing and distribution of teaching materials from different European countries. Thus we can see how materials of German, French or English origin found a place in the catalogues studied. Universal exhibitions and Latin American markets played an important role in shaping the market for teaching materials in Spain. The catalogues of teaching materials published in this country during the period under consideration, presented in their first pages, both in prologues and in conditions of sale depending on the edition, explicit allusions to the marketing of



materials in different Ibero-American countries. Likewise, the universal exhibitions that already presented different pavilions and even exclusive editions intended for teaching, served as a guarantee of prestige. There were numerous allusions to events in order to highlight the quality of the products offered. We will carry out a study of these initial stages trying to account for the configuration and structure of this market in Spain, for this purpose and as indicated in the previous paragraphs, certain factors affecting the development of the market in the early marketing of school equipment shall be taken into account.

*Paper Abstract (in Language of Presentation):*

La historiografía educativa ha utilizado los catálogos de material de enseñanza como fuente documental, lo viene haciendo desde los años 90 del pasado siglo. En España contamos con investigaciones que han ido reconstruyendo distintos aspectos relacionados con la cultura material que se hacen patentes a través de estos documentos. Este trabajo pretende indagar en los orígenes de los catálogos editados en España, dichos orígenes guardan estrecha relación con el mercado de libros, la comercialización de estos y la especialización de algunas librerías y casas editoras en títulos destinados a la enseñanza. Presentaremos un estudio de las primeras casas comerciales que publicitan material escolar en España, daremos cuenta de sus orígenes: librerías, imprentas o editoras. Cómo evoluciona la oferta comercial de las mismas. Los distintos niveles educativos demandan materiales diferenciados dependiendo de la configuración social del potencial alumnado, así la educación secundaria o de párvulos tienen su propia oferta que difiere de la oferta destinada a la educación primaria. Por otro lado, la legislación al respecto fue configurándose y condicionando al mercado. En un primer momento el Museo Pedagógico Nacional editó sus propios catálogos y fomentó las relaciones de casas comerciales europeas recogidas en los mismos. Posteriormente los concursos y adjudicaciones de material escolar que el Ministerio de Instrucción Pública y Bellas Artes convocaba a través de la Gazeta de Madrid contribuyeron a incrementar la presencia en el mercado de determinadas casas fabricantes y proveedoras del material. Durante estos momentos iniciales destacan los útiles de papelería y escritura, la mayoría de las veces son elementos de fabricación nacional y su distribución tiene carácter local. De forma paralela pero con distintas estrategias publicitarias, las casas comerciales, bien librerías o bien editoriales, encuentran un nicho de mercado en la comercialización y distribución de material de enseñanza proveniente de distintos países europeos. Así podemos ver como los materiales de origen alemán, francés o inglés encuentran un hueco en los catálogos estudiados. Las exposiciones universales y los mercados latinoamericanos jugaron un importante papel en la configuración del mercado del material de enseñanza en España. Los catálogos de material de enseñanza publicados en este país, durante el periodo que nos ocupa, presentan en sus primeras páginas, tanto en prólogos como en condiciones de venta dependiendo de la edición, alusiones explícitas a la comercialización de materiales en distintos países iberoamericanos. Asimismo, las exposiciones universales que ya presentan pabellones diferenciados e incluso ediciones exclusivas destinadas a la enseñanza, sirven como aval de prestigio. Son numerosas las alusiones que se hacen a los eventos y que tratan de poner de manifiesto la calidad de los productos que se ofertan. Llevaremos a cabo un estudio de estas etapas iniciales tratando de dar cuenta de la configuración y estructura de este mercado en España, para ello y como se ha indicado en los párrafos anteriores, se tendrán en cuenta determinados factores que condicionaron el desarrollo del mercado en los primeros momentos de comercialización del material escolar.

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## A7 05.1: Archives and Sources (2)

*Session Chair:* **Francisca Comas-Rubí**, University of the Balearic Islands

*Keywords:* Radio, School, Refuge, Childhood

### **Radio Reports about Schools for Refugee Children in Germany around 1950**

**Susanne Spieker**

University Koblenz-Landau, Germany



The subject of this paper is radio, which was the primary source of mass communication under the authority of the Allied occupiers in postwar German society (Badenoch 2008). The situation of refugees and their children from the former German territories in overcrowded barracks and schools quickly became a covered topic on the radio (cf. Tiews/Wagner 2017). Radio reports included eyewitness reports. Both the experiences of adults, their situation as refugees and their needs, and the experiences of children were covered. This paper wants to find out what these sources tell us about education in post-war refugee camps in Germany and addresses questions such as: What was actually presented on the radio? How was it framed by journalists? What was the significance of schools, their contribution to the lives of arriving adolescents and their parents? Which technologies were used to educate children in these difficult circumstances? My research is particularly dedicated to the media frames then used on the topic of refugee migration (cf. Van Gorp 2018: 238). Yet, according to Stone (2018: 102), scholarly research on flight follows the structure of temporality, which assumes an exclusive topicality. Hence, in this paper focus lies on a case study of the refugee situation in the region of Schleswig-Holstein in the North of Germany. Sources analysed are radio reports broadcasted between 1945 and 1955 by the Nordwestdeutscher Rundfunk (NWDR) and digitized by the German public service broadcaster Norddeutscher Rundfunk (NDR).

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*Keywords:* private education, examination reports, neighborhood administration, de-particularization

### **Technologies Of Government: Minutes Of Public Examinations As Regulation Of Education In Early 19th Century Buenos Aires.**

*Tecnologías De Gobierno: Actas De Exámenes Públicos Como Regulación De La Educación En La Buenos Aires Del Temprano Siglo XIX*

Myriam Southwell

CONICET - Universidad Nacional de La Plata, Argentine Republic

#### *Abstract (in English):*

The first half of the 19th century in Buenos Aires showed gradual attempts to systematize education, beginning a path in which education would become progressively less private and more public, with greater State interference even in its embryonic form. Schools were mostly private, organized around a teacher, teacher or preceptor, authorized by the Cabildo to teach in his or her own home or in houses donated or rented by the Municipality for that function. It was a task with little regulation, carried out by those who had a disparate knowledge (for example, they knew how to read but did not necessarily handle calculus in a solvent way) and they made the decisions about what, how and to whom to teach. Gradually, a task of «de-particularization» of education will be carried out, through the creation of fiscal schools and through the regulation of the work of teachers. This paper will take the materiality of the minutes of public examinations carried out for these schools as sources to analyze the political-pedagogical decisions that were producing mechanisms of regulation and «de-particularization». In these public examinations, the «prominent neighbors» (who contributed to the financing of the institutions), the Education Protection Boards and the municipal education commission participated. It was a model of school administration that involved communities and neighborhood participation; contributions were expected from them in houses for school premises, purchase of school supplies or support of pupils. Therefore, public examinations implied an accountability for this mode of operation.

These minutes give an account of the curriculum deployed. Teaching was aimed at learning to read on two levels: firstly, reading the syllabary and secondly, reading catones; also elementary arithmetic, sewing and embroidery for women, geography, urban studies and history for men. The teaching of the faith depended on the religiosity of the teacher. These sources show a method that was rote, repetitive and conditioned by corporal punishment. The presence of the Jesuits had left the notion of competition as a means for learning, so that punishments, rewards, rewards and the preaching of example would occupy a significant place. These minutes also show conflicting positions between educators and officials; they also establish the texts to be used. They also record the predominant perspectives on the teaching method, the emphasis on teaching authority, the legitimacy of punishments, utilitarianism through rewards and naturalism, expressed in the natural desire of girls and boys to learn. The minutes are an example of the public nature and effectiveness of the institutions under examination; the act of giving an account of a process, the reasons for the inadequacies and the political

decision that should be put into play to overcome them and the progress of the process of «de-particularization» of what would later become public education, were subjected to public debate.

*Abstract (in Language of Presentation) :*

La primera mitad del siglo XIX en Buenos Aires mostró paulatinos intentos de sistematización de la enseñanza comenzando un recorrido en el que la educación irá siendo progresivamente menos particular y más pública, con mayor injerencia del Estado aún en su forma embrionaria. Las escuelas eran mayormente particulares, organizadas en torno a un/a maestro, maestra o preceptor, con autorización del Cabildo para enseñar y lo hacía en su propia casa o en casas donadas o alquiladas por el Municipio para esa función. Era una tarea con escasa regulación, llevada adelante por quienes tenían un saber dispar (por ejemplo sabían leer pero no necesariamente manejaban de manera solvente el cálculo) y ella/os tomaban las decisiones sobre qué, como y a quienes enseñar. Paulatinamente, se llevará adelante una tarea de “desparticularización” de la educación, a través de la creación de escuelas fiscales y a través de la regulación del trabajo de maestras y maestros. Esta ponencia tomará la materialidad de las actas de exámenes públicos realizados para esas escuelas como fuentes para analizar las decisiones político-pedagógicas que fueron produciendo mecanismos de regulación y de “desparticularización”. En esos exámenes públicos participaban las y los “vecina/os prominentes” (que contribuían al financiamiento de las instituciones) las Juntas Protectoras de la Educación y la comisión municipal de educación. Era un modelo de administración escolar que involucraba a las comunidades y participación de la vecindad; se esperaban contribuciones de ellos en casas para locales escolares, compra de útiles o sostén de pupilos. Por ello, los exámenes públicos implicaba una rendición de cuentas sobre este modo de funcionamiento.

Esas actas dan cuenta del curriculum desplegado. La enseñanza se dirigía al aprendizaje de la lectura en dos niveles: en primer lugar, la lectura del silabario y en segundo lugar, la lectura de catones; también la aritmética elemental, la costura y el bordado para las mujeres, la geografía, la urbanidad y la historia para los varones. La enseñanza de la fe dependía de la religiosidad del/a maestro/a. Esas fuentes muestran un método memorístico, repetitivo y condicionado por castigos corporales. La presencia de los jesuitas había dejado la noción de la competencia como medio para el aprendizaje, por lo que castigos, premios, recompensas y la prédica del ejemplo ocuparían un lugar significativo. Esas actas también dan cuenta de posiciones encontradas entre educadores y funcionarios; también establecen los textos que debían usarse. Registran también perspectivas predominantes sobre el método de enseñanza, el énfasis en la autoridad docente, la legitimidad de los castigos, el utilitarismo a través de recompensas y el naturalismo, expresado en el deseo natural de niñas y niños a aprender. Las actas son una muestra del carácter público y de la eficacia de las instituciones que se rendía examen; se sometía a debate público el acto de dar cuenta de un proceso, el porqué de las insuficiencias y la decisión política que debía ponerse en juego para superarlas y el avance del proceso de “desparticularización” de lo que luego se conformará como la educación pública.

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*Keywords:* South Italy, Education and Development, Quantitative Analysis, Teaching Aids  
**The Exploitation of the Southern Italian Pedagogical Objects Heritage (1861-1914).  
First Results of a National Research Project**

Fabio Pruneri  
University of Sassari, Italy

The aim of the paper is to present to the scientific community of historians of education a three-year project of relevant national interest aimed at elaborating a critical map of the school system as it developed in some Italian regions (Basilicata, Calabria, Campania, Puglia, Sardinia and Sicily, encompassing 20 provinces) from Italian unification to the Giolittian era (19th-20th century). One of the focal points and an innovative aspect of this investigation consists in exploring local archives (schools, municipal and state historical archives) in order to verify the existence of schools in a given year or span of time. These archives also proved to be a very useful source of information to investigate quantitative aspects of each of the following variables: the number of schools actually working in the municipal territories, their location, both the number of active classes and that of students attending, the state of premises and levels of public funding, the textbooks adopted, the status, the remuneration and age of teachers, the teaching delivered and the laboratory activities carried out. These factors will be correlated with other elements that can demonstrate the development of a specific geographical area, such as the number of inhabitants, their social composition and presence of other economic factors (railways, sewer system, availability of electricity).

As for the theme of the conference, we should consider that the database associated with the research project also reveals the quantity and quality of school objects, understood in a very broad sense. First of all, it assesses the quality of the classrooms (the most widespread architectural/pedagogical tool), then it detects educational technologies such as school furniture (blackboards, school-desks), textbooks, school libraries, science laboratories, the presence of gyms and modern toilets. Local reports, written by inspectors, minutes of city councils and peripheral archives recorded in a searchable database allowed us to address questions such as: how did the teachers shape their actions through educational objects? and how did their actions, within classrooms, positively or negatively influence the development of southern Italy? In conclusion, the presentation aims to foster on the one hand consideration of school culture as a set of rules that defines and consolidates new knowledge and behaviour, on the other hand evaluation of the effects that a set of practices, ways of acting, thinking and working, have produced on the economic development in one of the poorest Italian areas. In this way, the research group wants to underline the link between the spread of schooling and economic development on a local and national scale.

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*Keywords:* Einaudi, MCE, textbooks, Mario Lodi, Gianni Rodari  
**«No More Textbooks»: A Publishing Mishap In The Cultural Revolution Of The Sixties**

Lucia Vigutto  
University of Bologna, Italy

This study aims to outline how the understanding of textbooks as a pedagogical tool changed during the late Sixties in Italy. Even though it is renowned that textbooks can be valuable historical sources, we can also consider the absence of textbooks as a source itself to understand a cultural atmosphere and a specific pedagogical view. As a matter of fact, there have been times and places in which textbooks were not recognized as effective pedagogical tools and were consequently rejected by many teachers.

In Italy, an emblematic case was that of the MCE (Cooperative Education Association), an association of teachers born in the Fifties and addressed by the famous writer Gianni Rodari as the most progressive Italian pedagogical association at the time. Teachers of the Association believed that textbooks were ideological instruments which prevented children from exercising critical thinking and creative skills. Mario Lodi, one of the most relevant MCE members, wrote that there had been an attempt by MCE teachers to improve textbooks, an attempt unsupported by historical evidence so far. Ho-



wever, the study of the correspondence and the documentation from the Giulio Einaudi Editore Historical Archive has given proof of an unpublished MCE project of textbooks for the elementary school. Dating back to year 1966, the project enlisted the collaboration of many members of the publishing house and relevant members of the Association, including Mario Lodi himself, Giuseppe Tamagnini and Bruno Ciari, with the participation of Gianni Rodari as well. It consisted of three different collections: two for the children – one of which, the “Biblioteca di Lavoro”, was meant to help the children focus on their own experiences, learn how to edit and assemble documents, and make reports – and one for the teacher, which showed how to lead the students in a collective work, following the interests of each of them in spite of the topic given by the teacher.

As mentioned above, these collections remained unpublished, as Einaudi decided to abandon the project for financial reasons. Yet, had Einaudi, by any chance, decided to continue the project, he would no longer have found anyone willing to carry it forward, due to the many divisive contrasts, both political and ideological, inside the MCE, in the context of an increasingly heated political debate, with the wider circulation of left-wing policies and an ever-tighter link between school renewal, fight against authority and class struggle. The view of the Association consequently evolved: it was no longer enough to renew textbooks, but it was time to completely abolish them as they were instruments of repression. In conclusion, the documents preserved in the archives have allowed to discover an unfulfilled project, and the reasons for its end might have helped to clarify the pedagogical impact of the cultural and social movements of 1968, highlighting once more the relationship between education and politics.

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## A1 06.1: SYMPOSIUM

### The Relational Histories of Objects and Technologies: Exploring Network Assemblages and Constellations.

#### PART 3: Relating Objects and Practices

*Keywords:* educational objects, educational technologies, relational ontology, networks, constellations

*Chairs:* **Marcelo Caruso** (Humboldt-Universität zu Berlin); **Inés Dussel** (DIE-CINVESTAV, Mexico)

*Discussant:* **Julie Elizabeth McLeod** (University of Melbourne)

This symposium seeks to discuss recent research on educational artifacts and technologies stressing its material and relational quality. In the realm of educational histories, what is known as the “material turn” has given way to significant historiographical changes. While the concept of “turn” tends to simplify complex strands of theories that share not much more than a particular attention to a specific field of practice (Catteuw et al, 2005), it is heuristically helpful to analyze the ways in which educational historiography has shifted towards new topics and approaches. In its contestation of the rather idealistic assumptions about education, teaching, and learning in previous works, the “material turn” has enabled an analytical focus on objects and technologies, including the shaping of educational spaces. This shift has been hailed not only as a necessary complement to the emphasis on ideas, but also almost as an antidote against the shortcomings of a decontextualized history (Lawn, 1999; Meda, 2016). Since this historiographical turn, however, research has tended to privilege the analysis of *singular* objects in its materiality, significance, and performance. For example, attention has been paid to the school desk (Kost, 1985; Schonig, 1998; Moreno Martínez, 2005; Castro & da Silva, 2012), the blackboard (Barra, 2016), the reading machine (Bertucci, 2017), the sand desk (Caruso, 2012), the exercise book (Herman et al, 2008), the globe (Ramaswamy, 2017), the radio, the movie picture and television (Cuban, 1986; Serra, 2011), teaching machines (Watters, 2021; Zabel, 2015), or school uniforms (Dussel, 2005), among others. Evidently, these works were highly relevant in understanding the emergence, design, adoption, and effects of the use of these artifacts, yet the focus on analysing *singular* objects remained prevalent. This symposium seeks to expand this line of enquiry through an approach that inscribes the history of educational technologies within an explicit relational framework, such as it has already been done in studies that analyse the circulation of objects (Goodman, 2019) and their relationships to classroom scripts and interactions (Hébrard, 1995). While one analytical challenge consists in overcoming the tendency to isolate individual objects and materials, one of the problems that arises is to find ways to study objects and materials without diluting them in infinite relationships and entanglements. Strathern (1996) argues against limitlessness and suggests cutting the plurality of relations through identifiable summations, condensations, or hybrids that stop the flow momentarily to enact analysis and then bring flow back. In the symposium, we navigate between the pitfalls of isolated objects and infinite relations and associations. The symposium will also discuss the potentials of particular theoretical concepts associated with relational ontologies. First, Bruno Latour’s concept of actor *networks*, and its associated idea of (re)assembling the social, assumed the relational nature of objects and materials within the social world; the principles of symmetry and the differentiation between intermediaries and mediators have advanced a new understanding of social situations that take seriously the co-presence of objects and materials when constructing the social (Latour, 2005). Second, the epistemic idea of *constellation* by Theodor Adorno dealt not only with the sense of the simultaneous presence of different objects; it advanced rather an epistemic concept in which, “by gathering around the object of cognition, the concepts potentially determine the object’s interior” (Adorno, 2004, p. 162). This conceptualization resists “triumphalist narratives organized around spirit, reason, production, or any other master signifier” (Friesen, 2016, p. 60). With three panels, the symposium explore the potentials of these concepts for a relational approach to the histories of educational technologies in the 19<sup>th</sup> and 20<sup>th</sup> centuries.

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### Presentations of the Panel

#### **Making School Space through Design and Advertisement in U.S. Architectural Journals (1920-1970)**

Inés Dussel

DIE-CINVESTAV

Architectural journals have been important in transnational flows of knowledge about the built environment, and their significance for the education of architects and for the shaping of international movements has been underlined in recent studies (Colomina and Buckley, 2010; Rifkind, 2012; Wilson, 2017; Schmiedeknecht and Peckham, 2019). Their effects were not always deemed beneficial: for example, in Adolf Loos' view, architectural illustrated journals made buildings two-dimensional and oriented architects to "cardboard models" (Colomina & Wigley, 2016, p. 260). Loos' lamentation acknowledged that technical media such as journals and photographs were not neutral conveyors but had effects on how space was thought, built, and experienced; in other words, it made clear that the technical is always a condition of life (May, 2020). In my project, I want to follow this thread in the history of schooling through a close look at how school space was depicted in U.S. architectural magazines that were leaders of the modernist movement in architecture: *Pencil Points*, later renamed *Progressive Architecture*, *Architectural Forum*, and *Arts & Architecture*. I will look at issues published between 1920 and 1970, an arch that starts with the peak of the avant-garde movements and ends with another radical shift in architectural practices (Colomina and Buckley, 2010). The journals were distinct in their scope and editorial line, and not always ran throughout the whole period (*A&A* was edited from 1945 to 1967); particularly, *Progressive Architecture* and *Architectural Forum* tended to act as gatekeepers of what counted as the principles and aesthetics of modernist architecture in the U.S. but also elsewhere (Osborne, 2017, p. 279). Their pages include multiple and repeated references to schools, both in essays containing images and texts about existing or projected school buildings as well as in advertisements for construction materials, furniture, or architectural firms. To study them as meaningful sources for under-

standing the history of school spaces implies flattening and deploying the network of mediators and connectors that made school space (Latour, 2005; Strathern, 1996) and visibilizing the role of industry, media, advertisement, and multiple knowledge flows in the production of schools as “new species of space” (Colomina, 2004, p. 12). While their role should not be overplayed, reading these journals’ take on schools along histories of school design in other localities (Arañó, 2011; Kinchin, 2012; Fiorito, 2016) presents some striking resonances and connections. A preliminary analysis of the material shows that throughout these years there were persistent concerns with classroom design, windows, floors, heating, ventilation, and toilets. I will look for trends and shifts in the visual and verbal discourse of the journals, comparing how projected and built school environments and artifacts appear and analyzing the relations between essays and advertisements in the production of idealized narratives and images of school space. Aware of their intermediality, I will also pay attention to changes in the ways in which school space was presented, i.e. through words, photographs or drawings, colors, cuts, montages or collages, among other semiotic resources that nurtured the imagination of school spaces during those decades.

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## **Melting Chocolate, Schoolbooks, and Factory Floors. Unravelling the Intertwining of Public Schools and Private Companies, Denmark 1945-2022**

**Lisa Rosén Rasmussen**

Aarhus University, Denmark

The aim of the paper is to analyse the presence, dynamics, and effects of private companies in Danish public schooling. The focus will be on the period from WW II and up until today. Basic education in the reign of the Danish welfare state was primarily state supported and predominantly perceived as a public and non-commercial domain. The analysis focuses on how material teaching resources and practices funded, (partly) initiated and produced by private companies connect to established processes of schooling and potentially enter the (re)building of school curricula. Unravelling networks of material objects and practices, people and organizations, the paper seeks to move beyond the singular piece of teaching material itself, beyond an understanding of the private company as its only consignor of importance and into issues of broader processes and transformations involved and in which the distinction between public schooling and private companies silently but continuously is at stake.

Exploring the shifting networks related to a single candy company’s different school related teaching activities after WW II, the paper draws on actor network theory and specifically on the notions of ‘problematization’/ ‘intressement’/ ‘enrolment’/ ‘mobilization’ (Callon, 1986, Latour, 2005, Fenwick and Edwards, 2010). The approach contributes to an understanding of how diverse actors – like the candy company, chocolate bars, educational films, wallcharts, school children, the Danish Government Film Office [Statens filmcentral] (SFC), NGOs etc. – come together and how they prompt particular forms of performativity to each other: the teaching resources make the candy company an actor in the field of education, the candy factory makes the children potential actors in corporate business and on the factory floor, a chocolate bar on



a wallchart makes school an actor in marketing etc. Viewing material teaching objects and practices as part of broader networks makes it possible to consider the situated complexity and translation – the changes, displacement and/or potential dislocation – of processes of schoolings as well as of the relations and actors involved. Part of this is about how the candy company potentially forms school curricula through teaching materials and practices, subjected to state regulations but also pushing the guiding norms embedded in rules. The paper will include reflections on how the idea of unravelling networks may shape not only the reading but also the strategy for selecting, producing and connecting relatively different kinds of empirical sources such as sweet boxes, archival letters, public leaflets, film reels, schoolbooks, industrial sweet machines, Facebook memories etc. It will raise key questions of how to record and contextualise networks relevant for a particular problematic (Miettinen, 1999, Strathern, 1996). In this, Bruno Latour’s point of dealing with context as matters of concern rather than as matters of fact works as a productive guideline (Latour, 2004; Sobe & Kowalczyk, 2018), decisive for the overall conclusions on how the company’s school activities are profoundly shaped by (and work through) its entanglement in already existing network formations related to shifting forms of socio-material teaching strategies.

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## **“Postage Will Prove a Big Expense”: Hand-made Newsletters and Education Reform Campaigners in 1970s-1980s Australia**

**Helen Proctor<sup>1</sup>, Jessica Gerrard<sup>2</sup>, Susan Goodwin<sup>1</sup>**

<sup>1</sup>University of Sydney, Australia, <sup>2</sup>University of Melbourne, Australia

This paper addresses a set of phenomena—from the settler colony of Australia in the 1970s and 1980s—that are often written about as if they can be understood purely in terms of interactions between people, ideologies and the state. In this paper we instead centre our focus on a set of material artifacts—rather than treating them as adjunct or contextual to the humans who made them, worked with them and moved them from place to place (e.g. see Goodman 2017). Taking up the theme of the symposium, we attend to the objects we examine not just as exemplary, unitary forms (although we find that kind of analysis to be useful too) but relationally.

The artifacts we analyse are two runs of ink and paper newsletters produced by, respectively, an ultra-conservative Christian group, the ‘Society to Outlaw Pornography’ (STOP) founded in 1972 and an anti-capitalist collective, ‘Radical Education Group’ (RED G) founded in 1976. Both groups were hostile to the contemporary bureaucratic liberal democratic state – albeit with differing rationales – and both saw public pedagogy – or consciousness-raising – as core business, which they prosecuted through their volunteer-run newsletters, STOP PRESS and the Radical Education Dossier (RED) (e.g. see Gerrard & Proctor 2021; Harris 2005). We collected the newsletters for our larger Australian Research Council funded project, ‘Community organising in Australian education policy, 1970s-1980s’. A central aim of the larger project is to examine ‘grassroots’ organising and organisations as forms of everyday labour, of sociality, and of the making of publics and counter publics (e.g. see Warner 2005). We are interested in grassroots organising in and of itself, rather than emphasising whether or not such activity caused the achievement of certain policy goals and objectives (e.g. the fall of 1970s progressivism, the rise of a ‘new right’ in the 1980s). Consistent with our prioritisation of the ‘present’ of the period, our interest in the newsletters is not to relegate them to the footnotes as sources, but to foreground them as objects of enquiry in themselves.

In this paper we focus on three elements: 1. The literal making of newsletters (e.g. printing/ copying; formatting; aesthetics); 2. Dissemination and distribution (e.g. postage stamps; storage); 3. The quoting of other texts within them, sometimes as a collage style page of clippings from other periodicals or books. (In the past we might have considered this third element mainly or only through wording-based discourse and representation). This is a work-in-progress paper. We began our research mainly in the social and political domain, but as we read the newsletters we became captivated by what they looked like, how they were made and how they moved around. We would like to touch them, too, but the pandemic has so far frustrated that wish.

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## **Computers and International Testing. Digital Materialities, Transnational Networks and the Logistics of Large-Scale Data**

**Joakim Landahl**

Stockholm University

This presentation adds to the discussion on the impact of computers on scientific research (Agar, 2006) by exploring the role of digital technology in the history of educational research. More exactly the focus is on the early history of international large-scale assessments as conducted by the IEA in the 1960s and 1970s, and the overarching aim is to discuss how computers and its related technologies were used by a transnational network of researchers. Large-scale testing needed computers and other related devices to collect and analyze large amounts of data, but to date there is a dearth of studies that analyze how the use of digital technology affected cross-border collaboration and shaped notions of what could be measured.

Three interrelated ideas guide the presentation. First, drawing on the concept of digital materiality (Haigh 2019), I stress that digitality is not something immaterial, but a technology of concrete objects. Second, those objects do not only consist of computers. In order to understand the role of computers in transnational collaborations, it is imperative to consider a range of material objects that needed to circulate in order to get the computers to do their work. At a time when computers were stationary and computer processing was done centrally (in the US or Sweden) other things had to move across space: punch cards, answer sheets, answer cards, storage boxes, computer printouts, letters, documents – objects that were transported on existing infrastructure: boats, planes and trains. Some of the material eventually became stored, on computer tapes, data bases, in filing cabinets and on microfilm. Third, to make those objects circulate was sometimes easier said than done. Various obstacles – including postal strikes, punch cards being broken during transport, inexplicable delays, data sent to the wrong address, mistakes in the customs – illustrate the complexity of cross-border collaborations when a variety of interdependent objects needed to move from one location to another. The art of assembling data about educational achievement can thus be said to illustrate the relation between media forms and logistics (cf. Hockenberry et al, 2021).

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## **A1 06.2: Material Histories of School Objects (2)**

*Session Chair:* **Felicitas Acosta**, Universidad Nacional de General Sarmiento

*Keywords:* transgression, educational objects, material turn, classrooms, engravings

### **Out of the (Black)Box: Conventions, Transgressions, and Educational Objects in the Classroom (17th-19th Century)**

**Sjaak Braster<sup>1</sup>, Maria del Mar Del Pozo Andres<sup>2</sup>**

<sup>1</sup>Erasmus University Rotterdam, the Netherlands; <sup>2</sup>University of Alcalá, Spain

Historical images of classrooms are in most cases filled with a teacher, some students, and a couple of objects. These three elements are reminiscent of the famous didactic triangle where the teacher, the student, and educational content/technology (what/how) are the vertices. In the depictions of classrooms, the educational content may remain invisible, but it is the objects that can contribute to the interpretation of what is pedagogically represented in these two-

dimensional sceneries. If our goal is to make statements about changes in educational practices over the past centuries, we need to answer at least two questions about the objects in these representations of classrooms. What objects are depicted at different points in time? And how are they used at several moments? The occurrence and the use of educational objects in relation with actions of teacher and students, will ultimately give us hints about educational models, technologies, and practices in the past.

We start from the assumption that social realities can be described and interpreted using material objects in their specific context (Harvey 2019, 3). Both human actors and things can be active entities in the production of social order (Preda 1999, 347). Educational objects can bring new identities into being. They are “powerful media for social action and shared public understandings” and can become “prosthetic extensions of ourselves” (Sofaer 2007, 2). We assume that educational objects can be used in a variety of ways, ranging from the conventional way an object should be used as pedagogically prescribed by the creators of an object, to unintended and/or rebellious forms of use that may be expressions of resistance to authoritarian systems that structure the pedagogical actions of both teacher as student. Previous research based on a case study of a selection of ancient engravings and popular prints from the 19<sup>th</sup> century about an English classroom, already showed that in an age of educational disciplining, and in an era of introducing new educational systems, classroom objects could be used in completely different ways as intended by the pupils present in these classrooms (Pozo and Braster 2017; Pozo 2018; Pozo and Braster 2018). In this paper the authors will use their private collection of about 450 engravings and prints from the 17<sup>th</sup>-19<sup>th</sup> centuries with depictions of hundreds of classrooms filled with things, teachers, and pupils, to catalogue the types of educational objects that were used in the past centuries, and more importantly, in what ways did the use of educational objects change over time, and in what periods did transgressions occur. To increase the generalizability of the conclusions, the collection (gathered over a period of 30 years in dozens of cities around the world) will be supplemented with engravings and prints from the digital collections of educational museums in France and the Netherlands.

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*Keywords:* De La Salle, sign, discipline, pedagogy of silence.

### **The signal, an object of the disciplined school of De La Salle**

*La Señal, un Objeto de la Escuela Disciplinada de De la Salle*

Pauli Dávila, Luis M. Naya

University of the Basque Country, Spain

### *Abstract (in English):*

One of the most interesting changes in the history of the school is the emergence of the so-called disciplined school, especially from the 18th century onwards, which remained until the 20th century as a model of the traditional school, far removed from the hustle and bustle of the classroom. The aim of this popular school was the construction of a disciplined and docile subject, trained through technologies of domestication of the body, but also through the standardization of knowledge, where school order was maintained through silence and the control of space and time. In short, following Foucaultian approaches, the model of confinement was imposed through hierarchical surveillance, standardizing sanctions and examination. Among other educators, De La Salle proposed a pedagogical model that was in tune with the educational needs of the working classes and where silence is a fundamental key.

In this paper we are going to focus on the characteristics of De La Salle’s pedagogy as a model of the traditional school and the innovations it brought about at the time. To this aim, we will use both *La Conduite* and the *Rules of Christian Politeness and Civility*, since both works complement each other in developing a process of socialisation of children in practices of modesty and respect for others, and of education and learning under discipline, highlighting silence as a way of

ordering school space and time and the learning of various subjects. Within this framework, the invention of the signal (a wooden object that produces a click with the pressure of a finger) became a very economical technology to control reading time, to impose silence or to internalise social norms. It was widely used in the schools and colleges of La Salle and the Marists, under the name of *chasca*, until the middle of the 20th century. The results of the analysis we carried out highlight, within the historical-educational heritage, that the small details hidden in apparently insignificant objects, mark learning rhythms, impose rules, etc., marking a double conception of discipline: on the one hand, the learning of school curriculum subjects such as reading and, on the other, the imposition of silence as a fundamental element of learning and the domestication of the body.

*Abstract (in Language of Presentation) :*

Uno de los cambios más interesantes en la Historia de la Escuela es el surgimiento de la denominada escuela disciplinada, sobre todo a partir del siglo XVIII y que ha permanecido hasta el siglo XX como modelo de la escuela tradicional, alejada de la algarabía de las aulas de clase. Esa escuela popular tenía como objetivo la construcción de un sujeto disciplinado y dócil, formado a través de tecnologías de domesticación del cuerpo, pero también de la normalización del saber, donde el orden escolar se mantenía a través del silencio y el control del espacio y del tiempo. En definitiva, siguiendo los planteamientos foucaultianos, se impone el modelo del encierro, a través de la vigilancia jerarquizada, la sanción normalizadora y el examen. Entre otros educadores, De la Salle propuso un modelo pedagógico que sintonizaba con las necesidades educativas de las clases populares y donde el silencio es una clave fundamental.

En esta comunicación nos vamos a centrar en las características de la pedagogía de De la Salle, como modelo de la escuela tradicional y las innovaciones que supusieron en su momento. Para ello utilizaremos tanto *La Conduite* como *Las reglas de cortesía y urbanidad cristiana* pues ambas obras se complementan para desarrollar un proceso de socialización de los niños en prácticas de modestia y de respeto al prójimo, y de educación y aprendizaje bajo la disciplina, resaltando el silencio como forma de ordenar el espacio y el tiempo escolar y el aprendizaje de diversas asignaturas. En este marco, el invento de la señal (objeto de madera que produce un clic con la presión de un dedo) se convierte en una tecnología muy económica para controlar el tiempo de lectura, de imponer el silencio o de interiorizar unas normas sociales. Su uso estuvo muy extendido en los colegios y escuelas de La Salle y de los Maristas, con el nombre de *chasca*, hasta mitad del siglo XX. Los resultados del análisis que realizamos ponen de relieve, dentro del patrimonio histórico-educativo, que los pequeños detalles que se esconden en objetos aparentemente insignificantes, marcan ritmos de aprendizaje, imponen normas, etc., marcando una doble concepción de la disciplina: por una parte, el aprendizaje de asignaturas del currículo escolar como la lectura y, por otra, la imposición del silencio como elemento fundamental de aprendizaje y de domesticación del cuerpo.

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*Keywords:* Classrooms, Children, Irish Famine, Materiality, Regulation

**Education, Regulation or Starvation: the Materiality of Schooling and the Irish Famine, c. 1845-1855.**

Deirdre Raftery, Christine O'Connor Lennon

University College Dublin, Ireland

Known as the Great Hunger, the Irish Famine saw mass starvation, death, disease and emigration, in the period 1845-51; its consequences reached into the decades that followed, and had an enormous impact on education. Though the Irish Famine has attracted much scholarship over decades, only recently has attention be paid to the experience of children during the worst years of the disaster; however there is still no systematic study of schools at that time. This paper attempts to raise a number of questions concerning school buildings and classroom materials during the Famine years, and offers some answers based on research into primary sources, including school archives, the records of the Poor Law Unions, and official reports.

The paper examines the ways in which school buildings were harnessed in support of wider poor relief efforts. Following the establishment by the British Government of Poor Law Unions (or districts) to regulate organised relief, residential workhouses were built across the country. These had schools attached, to cater to large numbers of destitute children.



The state-funded system of National Schools also continued to grow, despite mortality and emigration rates, and convent schools for the poor equally grew and adapted during this period. So, both within and outside the Poor Law districts, it is clear that schools continued to function throughout the darkest days of the disaster; how did they do this? How were school buildings adapted, to cope with the changing needs of children during the Famine period? What school materials were provided by the National Board of Education, for use in Workhouse Schools? How were schools equipped to regulate the provision of relief, and the care of children? What - if any - learning took place during this period? Only by examining records of the materiality of schooling, can we get insight into what classrooms were like, during the Great Hunger. The paper examines the records of a sample of Workhouse Schools, state-funded National Schools, and Convent Schools. In addition to examining the materiality of education at that time, the article also notes the role that teachers played. Many schools were 're-purposed' and teachers had to adapt classroom spaces; they also had to adapt their roles. Many found themselves with a widening range of responsibilities: they prepared and distributed food to starving children, and they wrote letters for young people who were trying to emigrate, or find work in towns and cities. Both the schoolroom and the teacher played a role in the moral and physical regulation of children at that time. Our study of the materiality of Workhouse Schools, and other types of schools for the poor that existed the Famine period, is informed by the scholarship of historians of education interested in school spaces, the materiality of education, and the social history of the classroom, including Ian Grosvenor, Martin Lawn, Kate Rousmaniere, and Kahri Delhi.

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*Keywords:* Cultural heritage, material culture, high school, museum, innovation

## **(Re)imagining & Remaking the School: Heritage Comes Out of the Box and Engages the Community in Times of Change**

Maria João Mogarro<sup>1</sup>, Catarina Paulo Leal<sup>2</sup>, Anabela de Almeida Teixeira<sup>2</sup>

<sup>1</sup>Universidade de Lisboa, Portugal; <sup>2</sup>Escola Secundária de Camões-MUESC, Portugal

The study of the cultural heritage of schools occupies a central place in contemporary research, as it allows rediscovering the history of education through the materiality that marked its configuration and in close articulation with the pedagogical practices. This heritage is constituted by a multiplicity of objects which historically illuminate the technological innovations and their application to educational realities, requiring today new methodological approaches that enable us to respond to the challenges of the present society. The MUESC project that is being developed at the current Escola Secundária de Camões /Camões Secondary School (a historical high school in Lisbon) embodies these dimensions. MUESC - Camões Secondary School Museum integrates the historical archive, the historical library and the Mariano Gago space (long-term exhibition room and visitable reserve). This school service aims at the conservation and study of the estate, the setting up of museum modules and literary, scientific and artistic exhibitions, with an interactive component, involving the school community in the different stages of the whole process, in partnership with external institutions and entities. The potential of the school's historical collection transcends the exhibitive approach because it allows promoting innovation of research methodologies, comprising intervention and communication, alongside the work of safeguarding, treating and organizing this heritage. The exploration of the historical objects existing in this centenary school (books, textbooks, manuscripts, photographs; films and projection equipment; maps, paintings, sculptures, pieces associated to a celebration, anatomical models, natural history specimens, scientific instruments, among others) will allow a better understanding of the ideas, theories and phenomena addressed by science, arts and humanities. Moreover, it will also shed light on many aspects of the history of teaching of the different disciplines in which these collections are included. Thus, based on the experience and direct contact with material and immaterial assets, the proposal is the participation

of the school community (students, former students, teachers, employees, families, associations) in an active process of appropriation and valorisation of their cultural references, having the cultural heritage of the Camões Secondary School as a vector for the production of knowledge.

An educational institution like this has a long history, tensions between the past and the future are inevitable. On the one hand, the past is a source of pride, prestige, legitimacy and identity. On the other, the school's commitment to society lies in the future, having to reconfigure itself to meet the demands of new times characterised by the rapid advance of knowledge, creation, technology and innovation. This apparent paradox, while on the one hand giving the school-generated historical collections and heritage their own meanings and specificities, it also brings them a great challenge, which largely transcends the scope of the institution - that of contributing to a greater visibility of culture and heritage and to the recognition of their importance and transversal character, assuming a fundamental role in heritage education, in generational transmission and in strategies for the inclusion of all in school, aiming at strengthening the values of co-existence and equity in a democratic society.

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## **A2 06.1: PREFORMED PANEL**

### **Materialization Of The Nation, International Circulation And Epistemological Nationalism: National Thought Styles In Education**

*Keywords:* National thought styles, Epistemology, Nationalism, Imperialism, Materialization

*Chair:* **Daniel Tröhler** (University of Vienna)

*Discussant:* **Marc André Depaepe** (KU Leuven)

This panel is devoted to discussing the phenomenon that the epistemologies that guide our research are closely tied to nations. In doing so, it more precisely aims to focus on a very specific question of power that derives from the observation that dominant epistemologies, such as American Pragmatism, German Idealism, French Positivism, as well as English Utilitarianism, all originated in nineteenth-century nation-states that had globally strong political, economic, and military power, that is the U.S., Germany, France, and Great Britain; today they may be a few more. So, at the center of the panel is the question of nationally connoted ways of epistemological framings of thought that may be called national epistemologies (Fox, 2020), or, with Daniel Tröhler, “national thought styles” (Tröhler, 2018) in education. They do affect educational theory and practice, i.e. for example in research, curriculum drafting and schooling, in different ways and are – equally to foreign policy or the economy – in international competition and trigger travel movements through pressure and adaptations, a phenomenon labeled by Marc Depaepe as “travelling libraries” (Popkewitz 2021). This panel sheds light on these various materializations of educational thought, its hegemony struggles among each other, its transnational travels and the related morphs in transitions (Cowen, 2021; 2009). Each of the four panel papers comes from a different angle looking at the phenomenon of national thought styles:

The first contribution discusses the case of France, one of the leading nations of the 19<sup>th</sup> century. Using the example of French Spiritism, it is explored how national thought styles that shape educational discourse can emerge from a particular national tradition, ideological opposition and even the import and “naturalization” of ideas that are associated with foreign national thought styles. An interesting question in this context is all the more, what happens in the other, non-leading nations with regard to educational thought and its materializations? This question is taken into account in the way that three of these, at least intellectually, “weaker” places are illuminated, but on two different levels:

Denmark and Spain represent cases that have not developed a national thought style of their own, but are quite visible intellectually, including in education. For Denmark, this is interrogated under the aspect of race within academia and in Spain with the question of gender equity and how this materializes in textbooks. On the other hand, there is Austria, for example, which has not developed a unique national thought style either, but where one of the dominant national epistemologies can be detected, namely German Idealism, or later, its offspring, *Geisteswissenschaftliche Pädagogik*, as a transnationally traveled idea. In this panel, not only different places will be discussed, such as France, Denmark, Spain,

Germany and Austria, but also various methodological and methodical considerations about how to research these questions of power struggles, race and gender, materializations of national ideologies as well as their transnational travels – that are in turn related to questions of imperialism and intellectual colonialization – will be presented. Besides that, this panel will be accompanied by two of the above-mentioned scholars themselves, Marc Depaepe from Belgium as the discussant and Daniel Tröhler from Austria as the chair.

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#### *Presentations of the Panel*

### **Epistemic Racialization – Racialized Scholars’ Possibilities Of Being Included In ‘National Epistemologies’ In Danish Academia Since WWII**

**Jin Hui Li**

Aalborg University

This theoretical paper questions how race and racialization of scholars are part of the formation of national epistemological framings of thoughts, the so-called national epistemologies (Fox, 2020) or “national thought styles” (Tröhler, 2018) in education and research. The paper is part of a bigger research project that explores the racialization processes within the Danish academic context, mapping how non-white scholars (particularly in the humanities and social sciences) have since WWII navigated through historically white universities that are often framed as “color-blind” and “post-racial.” Inspired by Fleck (1979), who argued that social conditioning is essential in the forming of scientific knowledge, this project investigates how racially minoritized scholars’ ways of knowing and production of knowledge are affected by the cultural conditions that historically seem to have privileged and promoted white scholars and “white racial epistemology” (Mills, 2007). It investigates how the researcher’s positionality as racially minoritized might have shaped their possibilities of becoming part of the (national) “thought collective” and to adapt to/adopt the accepted ‘thought style’ (Fleck, 1979). This project seeks to go against “the primary epistemic principle of racialized social epistemology” (Mills, 2007, p. 18) where people of color are the objects without “being seen at all”. It intends to foreground scholars-of-color perspectives from their epistemological struggles that connect racialization, practices of subjugation, conceptions, and production of knowledge (Sullivan & Tuana, 2007).

To explore whether and how these tensions might be structural and are collective experiences among non-white scholars, the issues need to be examined through methods that can grasp the collective experience. Collective memory-work as a methodology can mobilize collectively (McLeod & Thomson, 2009) in making visible how race becomes part of the positioning work in structures of knowledge production that constitute non-white scholars’ possibilities of becoming part of the (national) “thought collective.” This theoretical paper investigates how to connect concept of race and racialization as part of the formation of “national thought collective”. It means that the paper will argue the necessity of building a theoretical framework that can grasp the processes of racialization as part of formation of national thought collective.

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## **The Materialization Of Discourses On Women And Economic Development In Education: The Role Of Textbooks In Shaping Women's National Identity**

**Ana María De La Torre Sierra, Virginia Guichot Reina**

University of Seville

The rise during the 1960s of a discourse focus on international development theories led to a new paradigm of economic modernization that determined the gestation of fundamental educational reforms in Spain in favor of the country's transition to democracy (Ossenbach & Martínez, 2011). The traditional version of female identity institutionalized during the Francoist regime (Flecha, 1989) made headway to a human capital approach that considered women's capacitation a key strategy to achieve Western capitalism's modern political economy objectives (Viñao-Frago, 2020). This investigation addresses from a gender dimension the ties between national educational thoughts and nations. We explore the discourses on women and economic culture broadcast through the school as a factor of political socialization and axis of a re-framed female national identity founded on socioeconomic development and modernization values since the establishment of the Spanish democracy (Guichot-Reina & De la Torre-Sierra, 2020). In this time period, the country experienced a massive incorporation of women in the labor market and university courses. The objective, in this case, is to ascertain which type of economic awareness was being transmitted to Spanish schoolchildren and the role that women played in it. We analyze one of the central pedagogical objects: state-approved textbooks, as they share the knowledge that a society considers to be valid and worthy of being passed on to the future generations of citizens (Escolano, 2002). The paper presents a methodological approach that relies on Critical Discourse Analysis to examine to what extent elementary textbooks could materialize national educational thoughts, abuses of power and reinforce gender inequalities when representing the role assigned to men and women in the nation. The results show an underrepresentation of women in the public sphere and labor market as active nation's participants in the examined textbooks. Despite the attempt towards formal equality in the country's transition to democracy, schoolbooks perpetuate discursive strategies that systematically devalue and exclude female characters as contributors to the nation's economic development while maintaining male dominance. The research discusses the consequences of gender-biased educational discourses on national-building and the construction of women's identity.

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## Between Domestic Disputes And Foreign Ideas: French Spiritualism And The Subject Of Education

Sophie Pia Stieger

University of Vienna

This paper takes a look at 19<sup>th</sup> century France, home of (at least) two “national thought-styles” competing for interpretive authority in the arena of education, namely French Positivism and French Spiritualism. The main focus is on the latter, which has been called both “the most French of all philosophical orientations” (Fabiani 2010, 153) and an attempt to “to install German metaphysics in France” (Comte 1828, 400). French Spiritualism thus serves as an interesting example to explore the rise of nationally connoted ways of reasoning in light of particular national traditions, ideological oppositions, and even the “naturalization” (Cousin 1830) of ideas associated with foreign national thought styles.

First, I will trace the history of French Spiritualism, which was constituted in rejection of the epistemological premises of French Sensualism and its heir French Positivism. This rejection was accompanied by the import of ‘German answers’ to the questions of human nature and knowledge-acquisition that were adapted to fit the French ideological landscape of the time. Furthermore, the Spiritualists not only adopted philosophical considerations from Germany, but also turned to their neighbors’ educational system for inspiration. The involvement of Spiritualism in the French educational debates and reforms is discussed in the second part of the paper. Here, the thesis is explored that different conceptions of subjectivity fuel the ideological disputes and produce significant differences between the spiritualist conception of education and those of its ideological opponents. The paper ends with brief reflections on the heuristic value of the concept of “national epistemologies” for comparative educational research.

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## Imperial Travels Of National Thought Styles: Traces Of German Idealism In Austria From The 19th Century Onwards

Stephanie Fox

University of Vienna

Since they are nation-states, Germany and Austria share the same national language, German. For most Austrians, however, the similarities between Germany and Austria probably end here. In fact, this may be true for culture and mentality, but not for (higher) education, at least. Educational reasoning together with the corresponding national epistemology – personified in professors – has been traveling from Prussia/Germany to Austria since the beginning of the 19<sup>th</sup> century (Fox 2020). The transnational, but one-way-directed flow of ideas, or, by then, of German Idealism, was interrupted by the interwar period which is, therefore, a main focus in the paper. In this time period, it would have been possible for several different (national) ways of thought to gain dominance, for example for American Pragmatism, Hygienic Pedagogy and even also for unique Austrian ones such as Psychoanalysis or Logical Empiricism of the Viennese Circle. For the Second Republic, it will be shown how, from the 1950s onwards to the early 21<sup>st</sup> century, German-national thought in the way of *Geisteswissenschaftliche Pädagogik* has become and remained dominant in Austria’s higher education – through hired professors and their influence on intellectual development and life (Surman 2019). Against this background, questions concerning the meaning of space framing educational knowledge (production) (Smeyers & Depaepe 2013) will be discussed as well as the relation between nation, state and epistemology, or, more precisely, between national strength, transnational flows of ideas and epistemological power. These interwoven layers will be addressed with the case of Austria related to Germany based on textual materializations of thought (styles) such as textbooks, publications, letters and other material. In this paper, Austria is represented by the University of Vienna, which is not only the intellectual center, but also located in the cultural and social center of the country.

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## A2 06.2: Teaching and Society (4)

Session Chair: **Karin Priem**, University of Luxembourg

*Keywords:* New schools, women's training, educational experiments in Milan, Aurelia Josz, Società Umanitaria  
**Aurelia Josz's Educational And Didactic Experimentation In Milan At The Beginning Of The 20th century**

*L'Experimentation Educative Et Didactique De Aurelia Josz A Milan Au Début Du Vingtième Siècle*

**Gabriella Seveso**

Università di Milano Bicocca, Italy

### *Abstract (in English):*

In the first decades of the twentieth century, in Milan there was a climate of particular fervour and innovation in the field of education and training. This situation was, on the one hand, linked to the reflections and experiences that emerged in Europe and the United States in the same years; on the other hand, it was connected with the city's particular liveliness on the issues of school and curricular reform, training, educational methods (Negri, Seveso, 2021). The evidence of this dynamic climate is evident from the number of public initiatives organized in this period and from the multiple interventions that filled the pages of specialized magazines and popular (Morandi, 2019). In addition, many educational and didactic experiments were carried out in Milan at that time: they stimulated reflections and proposals that placed in an unavoidable and urgent way the themes of rethinking school paths, spaces, materials, the design of environments, and they connected with the innovative impulses of the new and active schools that were animating the Western scene (Tomarchio, D'Aprile, 2010). Within this framework, the experimentation of Aurelia Josz is interesting and little known: she was a teacher, trainer and writer who founded in 1902 the Scuola Pratica Agraria Femminile. It was a training course for girls who wanted to become professionals in agriculture, breeding, floriculture, gardening. The experimentation was connected with European models that the author knew and was in line with the requests of the new schools with regard to the methodologies adopted, focused on the concreteness and spontaneity of learning, laboratory activities and group work (Tomarchio, Todaro, 2017). It was a project also focused on outdoor activities and observation from life: these two themes were very present in the pedagogical and cultural debate of that time which was attentive to body, to outdoor spaces, to the formation of the gaze. Josz's proposal was evidently conditioned by the multiple suggestions and the dense network of female relationships that in those years allowed an effective and vital circulation of ideas and models (De Giorgi, 2018; Pironi, 2010a; Ghizzoni, Polenghi, 2016; Seveso, 2003). Some documents attest the link with Alice Franchetti and Montesca (Buseghin, 2020); it is also likely that Josz had contact with Maria Montessori, and it is conceivable that she knew the thought of Tolstoj and his school of Jasnjaja Poljana, through the mediation of Alessandrina Ravizza. Thanks to all these suggestions, Aurelia Josz carried out a largely innovative experimentation as to curriculum, methodologies, design of spaces and materials. This contribution will analyse Josz's experimentation and compare it with the contemporary pedagogical debate, starting from the study of the documents present at the Historical Archives of the Società Umanitaria and at the CONTEMPORARY JEWISH DOCUMENTATION CENTRE.

### *Abstract (in Language of Presentation) :*

Dans les premières années du vingtième siècle, Milan a connu un climat de particulière ferveur et d'innovation dans le domaine de l'éducation et de la formation. Cette situation était en partie liée aux réflexions et expériences qui émergeaient en Europe et aux États-Unis, et se ressentait en partie d'une vivacité citadine sur les thèmes de la réforme de l'école et des programmes, de la formation, des méthodes éducatives (Negri, Seveso, 2021). Le témoignage de ce climat apparaît évident du nombre d'initiatives publiques organisées pendant cette période et des multiples interventions qui remplissent les pages des revues spécialisées et de vulgarisation (Morandi, 2019). Une donnée encore plus significative est constituée par les expérimentations éducatives et didactiques qui virent le jour dans la ville au début du vingtième siècle: elles jouèrent un significative rôle moteur en stimulant des réflexions et des propositions qui posaient de manière urgente les thèmes du changement des parcours scolaires, des espaces, des matériaux, de la conception des milieux, dans une perspective de rajeunissement de la didactique traditionnelle, en ligne avec les poussées innovatrices des écoles nouvelles et des écoles actives. (Tomarchio, D'Aprile, 2010).

Dans ce cadre, semble intéressante et peu explorée l'expérimentation projetée par Aurelia Josz, enseignante, formatrice et écrivain, qui, à partir de 1902, fonda la première École Pratique Agricole Féminine, dans le but d'offrir un parcours de formation aux filles de 13 à 15 ans qui voulaient exercer une profession dans le domaine de l'agriculture, de l'élevage, de la floriculture, du jardinage. L'expérimentation s'inscrivait dans la continuité des modèles européens bien connus de l'auteur et des suggestions des écoles nouvelles quant aux méthodologies adoptées, fondées sur le caractère concret et la spontanéité de l'apprentissage, les travaux de laboratoire et de groupe (Tomarchio, Todaro, 2017). En outre, il ne manquait

pas dans cette école l'accent sur les activités en plein air et le rappel à l'observation du vrai: ces thèmes étaient tous les deux présents de manière significative dans le débat pédagogique et culturel de l'époque, qui exprimait une attention à la corporalité, aux espaces ouverts, à la formation du regard.

L'expérimentation de Aurelia Josz se ressentait évidemment de multiples influences et du réseau dense de relations féminines qui, à cette époque, permit une circulation efficace et vitale d'idées et de modèles éducatifs (De Giorgi, 2018; Pironi, 2010a; Ghizzoni, Polenghi, 2016; Seveso, 2003): le lien avec Alice Franchetti et la Montesca est attesté par des documents; un contact avec Maria Montessori est également probable, de même qu'une connaissance, bien que non directe, de la pensée de Tolstoï et de son école de Jasnaja Poljana, grâce à la médiation d'Alessandrina Ravizza. Le résultat de ces suggestions conduit Aurelia Josz à mettre en œuvre une proposition largement innovante concernant les programmes, les méthodologies, la conception d'espaces et de matériaux. La présente contribution vise à analyser cette expérimentation, notamment en la mettant en relation avec le débat pédagogique contemporain, à partir de l'étude des documents présents aux Archives Historiques de la Società Umanitaria et au CENTRE DE DOCUMENTATION JUIVE CONTEMPORAINE

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*Keywords:* Religious education, textbooks, school programs, intercultural skills

### **Teaching Religious Education in Italy: History, Challenges and Perspectives with Regard to Pedagogical Objects and Practices**

*L'enseignement du Fait Religieux en Italie : Histoire, Défis et Perspectives à L'égard Des Objets Pédagogiques et Des Pratiques Enseignants*

Maria Lucenti

University of Hamburg

*Abstract (in English):*

The teaching of the religious education is today at the centre of attention and of the politico-educational agenda in many States. Far from being an established issue, it requires continuous adaptation to changes and new social, political, cultural and identity configurations, taking into account the polysemous interaction between global and local. The purpose of the proposed analysis is to understand what are the issues and directions of the teaching of the religious fact in Italy, in order to problematize teaching methodologies and techniques, teaching tools, teacher training, school curricula discipline in a globalized world, where the religious is re-emerging through new and unprecedented configurations - often in its most problematic version - but where, at the same time and paradoxically, religious illiteracy is rampant among new generations (Moore, 2007). In this sense, we want to understand, in particular, what place religious pluralism occupies in the programs, the teaching aids, in the practices of teachers in the classroom. How is the presence of pupils with plural cultural and religious backgrounds taken into account in teaching practices relating to this discipline? To answer this question, we relied on several methodologies: analysis of textbooks (25 IRC textbooks - Teaching of the Catholic religion), programs, questionnaires (320 questionnaires) and interviews (18 semi-structured interviews) with teachers made during the years 2020-2021.

What emerges is a rather varied and complex framework, where, however, there are widespread constants: on the one hand, the desire on the part of teachers to change significant aspects of the discipline, starting with the name « Teaching the Catholic religion» which does not seem to recognize diversity as a paradigm of knowledge of social complexity, on the other hand, the demand for recognition of this teaching within the school curriculum on an equal footing with other disciplines, in which optional character and denominational bias cease, as well as the need to renew teaching materials, primarily textbooks, many of which are deemed unsuitable to take into account the multicultural and multi-religious reality of the country. Our aim is to examine these elements from an historical and multifactorial perspective, taking into account the close link between pedagogical practices, pedagogical tools and educational policies. Increased attention to cultural and religious diversity promotes academic success for all students, as it promotes the development of essential skills such as: cultural decentralization, deconstruction and relativization of stereotypes and prejudices, a more complex and articulated vision of social phenomena facilitated by the ability to critically contextualize social phenomena. The data collected show that often and knowingly, the teaching tools are not only not in conformity with the regulations on inclusion at school, but that teachers themselves do not have sufficient training opportunities to promote the development of students' competences related to the inclusion of cultural and religious diversity.



*Abstract (in Language of Presentation) :*

L'enseignement du fait religieux est aujourd'hui au centre de l'attention et de l'agenda politico-éducatif dans de nombreux Etats. Loin d'être une question établie, elle nécessite une adaptation continue aux changements et aux nouvelles configurations sociales, politiques, culturelles et identitaires, en tenant compte de l'interaction polysémique entre global et local. Le but de l'analyse proposée est de comprendre quels sont les enjeux et les directions de l'enseignement du fait religieux en Italie, afin de problématiser les méthodologies et techniques d'enseignement, les outils pédagogiques, la formation des enseignants, les programmes scolaires de la discipline dans un monde globalisé, où le religieux réémerge à travers des configurations nouvelles et sans précédent - souvent dans sa version la plus problématique - mais où, en même temps et paradoxalement, l'analphabétisme religieux sévit parmi les nouvelles générations (Moore, 2007). En ce sens, nous voulons comprendre, en particulier, quelle place occupe le pluralisme religieux dans les programmes, les supports pédagogiques, dans les pratiques des enseignants en classe. Comment la présence d'élèves issus de la pluralité culturelle et religieuse est-elle prise en compte dans les pratiques pédagogiques relatives à cette discipline ? Pour répondre à cette question, nous nous sommes basés sur plusieurs méthodologies : analyse des manuels scolaires (25 manuels scolaires d'IRC - Enseignement de la religion catholique), des programmes, questionnaires (320 questionnaires) et entretiens (18 entretiens semi-structurés) aux enseignants réalisés au cours des années 2020-2021. Ce qui en ressort est un cadre assez varié et complexe, où, cependant, il y a des constantes répandues: d'une part, la volonté de la part des enseignants de changer des aspects significatifs de la discipline, à commencer par le nomme «Enseigner la religion catholique» qui ne semble pas reconnaître la diversité comme un paradigme de connaissance de la complexité sociale, de l'autre, la demande de reconnaissance de cet enseignement au sein du curriculum scolaire à l'égal des autres disciplines, dans lesquelles le caractère optionnel et le biais confessionnel cessent, ainsi que la nécessité de renouveler le matériel didactique, manuels scolaires en premier lieu, dont beaucoup sont jugés inadaptés à la prise en compte de la réalité multiculturelle et multireligieuse du pays. Notre objectif est d'examiner ces éléments dans une perspective complexe et multifactorielle, en tenant compte du lien étroit entre les pratiques pédagogiques, les outils pédagogiques et les politiques éducatives. Une attention accrue portée à la diversité culturelle et religieuse favorise la réussite scolaire de tous les élèves, car elle promeut le développement de compétences indispensables telles que : la décentralisation culturelle, la déconstruction et la relativisation des stéréotypes et des préjugés, une vision plus complexe et articulée des phénomènes sociaux facilitée par la capacité à contextualiser de manière critique les phénomènes sociaux. Les données collectées montrent que souvent et sciemment, les outils pédagogiques ne sont non seulement pas conformes à la réglementation sur l'inclusion à l'école, mais que les enseignants eux-mêmes ne disposent pas d'opportunités de formation suffisantes pour favoriser le développement des compétences des élèves concernés à l'inclusion de la diversité culturelle et religieuse.

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*Keywords:* pedagogical and didactic practices, experiential learning, state education, religion and education, Jewish identity

## **Pedagogical Policy and Didactic Means for Assimilating Jewish Identity**

Orit Oved

Tel Aviv University, Israel

One of the challenges that has faced the (non-religious) education system in Israel since the founding of the state has been the endeavor to develop curricula to enhance Jewish identity amongst students of all ages. The premise of the education policymakers is that students in the state education system do not lead a traditional Jewish way of life. The policymakers hoped that the curricula should be proposed accordingly to avoid alienation and resistance to Jewish content and prevent allegations of religious coercion. This lecture deals with the pedagogical and didactic practices of the Israeli Ministry of Education to deepen Jewish identity among students of the elementary and secondary state education system from the 1950s to the mid-1980s. My main argument in this lecture is in light of the assumption that the majority of state education students do not lead a Jewish way of life in their daily life and lack knowledge of "Jewish" content, educational practices were used in an experiential manner to enhance knowledge and foster consciousness of Jewish identity. The pedagogical approach and didactic means that led policymakers to assimilate Jewish identity into the curricula emphasize the experiential aspect and the evocation of emotion in the learning process. The research is based on a categorical content analysis of various archival documents, including protocols, correspondences, reports, and training and instruction textbooks for teachers and students, produced by policymakers at the Israeli Ministry of Education. The current study bears upon the notion of experiential learning: the knowledge created by experimentation and the active participation of the students, through which they acquire skills and values derived from direct experience combining the senses, emotions, and physical state, inducing meaningful learning. The importance of using various educational tools is reflected in four main practices (as a complement to the formal curriculum): (a) booklets in print: The Ministry of Education produced a series of songbooks with musical notes. Each songbook referred to a holiday or special day in the Hebrew calendar to be used in music classes and life skill classes. In addition, the Ministry of Education published booklets with instructions for decorations to be used in arts and crafts classes according to the holidays and commemorative days; (b) films and records: the Ministry of Education produced albums for deepening Jewish identity relating to the Sabbath and the Jewish holidays. The albums included songs and explanatory textbooks with lyrics and appropriate instructions; (c) development of exhibitory materials (visual representations and audio-visually) for decorating schools aimed at heightening the learning experience by engaging multiple senses in the process. In addition, the Ministry of Education produced visual teaching/learning materials also outside the school environment, using visual displays and artistic events in several ways; (d) Educational television: Television programs on Judaism and Jewish history.

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### **A4 06.1: PREFORMED PANED**

#### **The Teaching-technological Innovations of Socialist Educational Science in the Context of the «scientific-technological Revolution»**

*Keywords:* scientific-technological revolution, religious elements, polytechnical education, educational technology, scientific qualification

*Chairs:* **Zoltán András Szabó** (Eötvös Loránd University, Budapest) and **András Németh** (Selye János University, Komárno, Slovakia)

*Discussant:* **Simonetta Polenghi** (Catholic University of the Sacred Heart of Milan)

Given the level of competition had caused by the «Sputnik shock» in 1957, increasing attention was paid in the Western countries to new scientific improvements (e.g. information theory, cybernetics, game theory, operations research) that

emerged within the framework of general systems theory. This latter one aimed at giving a uniform, economically efficient description of complex natural and social processes. The theory of «human capital» led to the growing demand worldwide for investment in education as a key factor in industrial productivity and economic growth. The above-mentioned changes also radically transformed the technical background of education. In the wake of the behaviorist and technocratic educational efforts of the time, which came mainly from the USA (e.g. Bloom: taxonomy, Skinner: programmed learning, Bruner: constructivist theory, team teaching, mastery learning, etc.), the novel approach to educational technology resulted in the emergence of new pedagogical tools and media that are still in use today. This was the beginning of programmed learning in conjunction with the curriculum approach, the advent of teaching machines, audio-visual media, and computers.

In the Soviet bloc, with country-specific features and a strong emphasis on ideology, the above-mentioned global processes became the central theme of Marxist-Leninist scientific discourse and reform efforts of the so-called «scientific-technical revolution» (Buchholz 1975, 1985). Our panel aims at introducing the Czechoslovak and Hungarian aspects of these topics; this discourse may help to reveal novel details of educational science and pedagogical innovations in the socialist countries as well as of the usage of educational technologies. The presentation of Lajos Somogyvári and Zsuzsanna Polyák, «Scientific-Technological Revolution» as a Discourse: Interactions between Education and Technologies», examines a specific approach of the «scientific-technological revolution» originated in the Soviet Union. Their paper aims at introducing the religious elements of the secular, socialist interpretation of science. The authors use qualitative content analysis to analyze a representative contemporary Hungarian educational journal, the *Magyar Pedagógia* from this point of view. Based on these empirical results, they present the pedagogical reception of the «scientific-technical revolution» through narratives. The lecture of Tomáš Kasper, Dana Kasperová, Blanka Kudláčová, and Markéta Pánková, «Polytechnic Education in Czechoslovakia – Goals, Concepts, Examples» deals with the topic of polytechnic education. The authors aim to answer the question that to what extent this concept was adjusted to the Soviet model in Czechoslovakia in the 1960s. They also examine the «impact» of the concept in the 1970s and 1980s on the pedagogical discourses and other primary sources. The paper of Attila Horváth H., Zsófia Albrecht, Andrea Daru, Dorina Szente, «The emergence of research on educational technology, the development of teaching materials and the «scientific and technological revolution» approach in Hungarian CSc dissertations (1970–1994)» focuses on those papers that exclusively deal with a topic of educational technology. They had composed a corpus of dissertations on which they conducted an inductive and deductive content analysis. They aim to answer how trends in educational technology from the 1960s to the 1980s (including the possibilities of using computers in the teaching-learning process) are reflected in these dissertations (with special attention to the «scientific-technical revolution»). The presentation of Beatrix Vincze, Ádám Horváth, and Imre Garai «The Institutionalisation of the New Educational Technology Approach in Hungary» deals with the establishment of the National Educational Technology Centre in 1973. Since the previous decade, the new educational technology devices significantly influenced the educational theory and practice within Hungarian tertiary education. As a result of the growing demand, the National Educational Technology Centre (NETC) was founded for investigating these topics. The presentation aims to give an overview of the research activities in the field of educational technology.

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### Presentations of the Panel

#### **„Scientific-Technological Revolution” as a Discourse: Interactions between Education and Technologies**

Lajos Somogyvári<sup>1</sup>, Zsuzsanna Polyák<sup>2</sup>

<sup>1</sup>University of Pannonia, Veszprém, Hungary, <sup>2</sup>Eötvös Loránd University, Faculty of Education and Psychology, Budapest, Hungary

After the Sputnik shock in 1957, Cold War rivalry developed into a new phase between the US and Soviet Union, namely the Era of coexistence and competition; besides the space race, an educational race started in a transnational context (Somogyvári, 2018). Human resources and its organization (the management) were emphasized more and more in this approach, including sciences and training: altogether these elements constituted the idea of Scientific Technological Revolution (STR) in the late 1960s, expressed in an influential work of Radovan Richta and his interdisciplinary team (1969). Automatisations, structural and systematic thinking, cybernetics, computers, optimization, and many others characterized this new discourse, showing a utopian view about an improved new world, where the machines and processes will facilitate the hard work of production and teaching. Our other starting point is scientism in a secular, socialist world, where everything is scientific, from the ideological worldview to the industrial work. Science might evoke religious elements in this sense (as politics did in the case of authoritarian and totalitarian systems, see for example Gentile, 2006 and Voegelin, 1993), by offering ultimate and clear solutions, a linear development, and strong statements. This was a possible form of the supremacy of science over religion, or, in other words, old content in a new framework (Schmidt-Lux, 2010). Science can be handled as a key element here, an elixir for every problem, giving idealistic images related to the management of society, increasing educational efficiency, and so on – we can compare this with Western post-industrial theories too (Hoffmann, 1978). We perform a qualitative content analysis to analyze a representative Hungarian journal, called Magyar Pedagógia (Hungarian Pedagogy). In our two step-research design, firstly, we identify relevant paragraphs by semi-automatic coding (Yan et al., 2014) of all issues that were published between 1961–1989. Afterward, applying an inductive manual coding by two independent coders, different patterns and narratives will be found about scientism, programmed learning, automatization, and many other topics. Based on the results, we would like to present the specifics of STR through educational narratives, including the reception and connotations of this notion, as a try to adapt to new technological and social conditions (Buchholz, 1985).

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#### **Polytechnical Education in Czechoslovakia – Goals, Concepts, Examples**

*Polytechnische Erziehung in der Tschechoslowakei – Ziele Konzepte, Beispiele*

Tomáš Kasper<sup>1</sup>, Dana Kasperova<sup>1</sup>, Markéta Pánková<sup>2</sup>, Blanka Kudláčková<sup>3</sup>

<sup>1</sup>Technical University of Liberec, <sup>2</sup>Comenius Museum Prague, <sup>3</sup>University of Trnava, Slovakia

Polytechnical education represented an important part of the educational programme and educational reforms in the countries of Central and South-Eastern Europe after 1948. In order to adjust education to the «life of the people», as an



answer of the educational discussion to the needs of the national planned economy and to ensure the success of economic reforms in the communist states, polytechnical education also became central topic within the field of educational science. On the one hand, the presentation analyses the pedagogical concept of polytechnical education, on the other it introduces the topic in the context of political and ideologically instrumentalised goals. Furthermore, it examines the concept in Czechoslovakia in the 1950s and 60s in comparison with the Soviet model. Last but not least, the presentation aims at revealing the «consequences» of the idea in the educational discourse of the 70s and 80s – both in the educational discourses and the curriculum, teaching methods and also in the selected learning materials (particularly in school films).

*Paper Abstract (in Language of Presentation):*

Polytechnische Erziehung stellte nach 1948 in Ländern in Mittel- und Südosteuropa einen wichtigen Teil des Bildungsprogrammes und der Bildungsreform dar. Im Sinne einer Annäherung der Bildung zum „Leben des Volkes“, als eine Antwort der Erziehungsdiskussion auf die Bedürfnisse der Nationalplanwirtschaft und als Mittel zum Erfolg von ökonomischen Reformen in den kommunistischen Staaten wurde auch in der educational science das Thema der polytechnischen Erziehung zentral. Der Beitrag analysiert einerseits das pädagogische Konzept der polytechnischen Erziehung und andererseits fokussiert es im Kontext von politischen und ideologisch instrumentalisierten Zielen. Weiterhin wird gefragt, wie weit dieses Konzept in der Tschechoslowakei in den 50. und 60. Jahren 20. Jahrs. nach dem sowjetischen Muster konzipiert wurde. Nicht zuletzt werden die „Folgen“ des Konzeptes in der Bildungsdiskussion der 70. und 80. Jahre gesucht – sowohl in den Bildungsdiskursen als auch konkret in den vorgestellten Beispielen im Curriculum, Unterrichtsmethoden und auch in den ausgewählten Lernmitteln (insbesondere im Schulfilm).

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## **The Emergence of Research on Educational Technology, and the Approach of the «Scientific-technical Revolution» in the Hungarian CSc Dissertations**

**Attila Horváth H., Zsófia Albrecht, Andrea Daru, Dorina Szente**

Eötvös Loránd University, Faculty of Education and Psychology, Budapest, Hungary

In Hungary, according to the Humboldtian model of higher education, preparation and qualification for an academic career was the right of the universities. After the state had Sovietised society, the economy, and politics in 1948, academic qualification was also centralized from 1949. Parallel to the Soviet model, Decree-Law No. 44 of 1950 introduced the title of Candidate of Science (CSc), which was followed by the title of Doctor of Science (DSc) in 1951. The CSc title could be obtained through aspirant training, writing and defending a dissertation, which demonstrated the CSc's ability to conduct scientific research independently. Political credibility and commitment were also important aspects. The writing and presentation (defense) of CSc dissertations were a key stage in the integration into the scientific community and also in professional socialization. The development of various research papers into dissertations («the practical mastery of research», Bourdieu, 2005) and then the formal process of obtaining a degree can be interpreted as the «entrance fee» for joining the academic community (Bourdieu, 2005). The candidates for the CSc degree completed postgraduate studies (aspirantura) in Hungary or the USSR.

The theoretical framework of the study is based on the models of scientific discipline (cf. Becker, 1989; Stichweh, 1992) and primarily on Pierre Bourdieu's field theory (especially the mechanisms and sociology of scientific disciplines). According to this system, which was in operation until 1994, 242 academic qualifications were awarded in the various sub-disciplines of education. In this presentation, we focused on those papers that specifically address an issue in educational technology. We composed a corpus of dissertation booklets on which we carried out the inductive and deductive content analysis. We sought to demonstrate how the trends in educational technology of the 1960s–1980s, including the possibilities of using computers in the teaching-learning process, are reflected in these dissertations, and to what extent these tendencies are related to the «scientific-technological revolution» approach.

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### **Institutionalisation of new education technological approach in Hungary. The foundation of National Education Technology Centre (NETC) in 1973**

**Beatrix Vincze, Ádám Horváth, Imre Garai**

Eötvös University, Budapest, Hungary

In the 1960s, the worldwide emerged education technology-related devices were integrated into the theoretical knowledge and education practice of Hungarian higher education institutions. Furthermore, education technology as a new approach to education played a significant role in being a recipient and open towards the current trends in education sciences in Western countries back then. In this process, the influence of B. F. Skinner (1904–1990) and education scholars related to didactics who implemented these new trends, e. g. Árpád Kiss (1907–1979) and Sándor Nagy (1916–1994) were crucial in Hungary.

The education decree of the Hungarian Socialist Workers' Party (HSWP) in 1972 determined the directions of the development of education in improving the availability of teaching materials and the quality of institutional infrastructure. The Hungarian directorate of education affairs intended to increase the technological level of schools and strengthen the approach of education technology in Hungarian education sciences to cope with the challenges posed by the scientific and technological revolution. As the result of negotiations with UNESCO and the UN UNDP, the National Education Technology Centre (NETC) was founded in Veszprém as a scientific national institution with nationwide authority over education technology-related affairs. The operation of NETC entailed the research activities related to mediums in education, development of education devices, and training education technology professionals. Moreover, it also had an important role in coordinating the education programs of education technology and education technology-connected services in Hungarian higher education institutions. Besides the improvement and production of education technology materials, the center also had research activities with a wide scope. Results of these activities were published in monographs, course books, methodological recommendations, bibliographies, and research reports. Our presentation aims at giving an overview of research activities in education technology and revealing the peculiarities of the operation of the NETC by employing the method of document analysis. The first results of our research suggest that the role of the NETC was exemplary in the history of Hungarian education policy. Thanks to the cooperation between higher education institutions and the NETC, education technology was integrated into the Hungarian higher education research activities and education practice.

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## A5 06.1: Technologies and the Body (2)

Session Chair: [María Adelina Arredondo Lopez](#), UNIVERSIDAD AUTONOMA DEL ESTADO DE MORELOS

Keywords: school report books, educationalization, Hungary

### School Report Books as Educational Objects

[Attila Nóbik](#)

University of Szeged, Hungary

Research on social and educational phenomena rarely uses school report books as sources since they usually contain only the students' personal details and grades. After World War I., however, most school maintainers introduced a new type of school report book that can be an interest of the historical research. These new school report books included a one or two pages long 'pieces of advice' section, in which they described how students should live a healthy and socially beneficial life. They covered various topics, such as avoiding hazardous drinking and smoking habits, cleaning the household regularly, not contacting contagious patients and attending doctors regularly. In my research, I analyzed these Hungarian school report books from the 1920s and 1930s.

In my paper, I present these pieces of advice and those social phenomena (smoking, alcoholism, epidemics, juvenile and adult delinquency) they tried to address with the help of school report books. I argue that these school report books can be understood as educational objects and can be analyzed in the context of educationalization. Educationalisation (or pedagogization) of social problems is one the most fundamental feature of modern societies and educational systems. The concept refers to that notion in modern societies that social issues should be 'treated' by the school, the teachers and the pedagogy (Smeyers & Depaepe, 2008).

Analyzing the content of these 'pieces of advice, I also argue that combining the concept of education and education-alization can help better understand the purpose of these school report books. The idea that these two phenomena can be connected has already been explored. For example, analyzing the changing parenthood, Smedts writes about the «educationalization, as the progressive colonization of practices under the direction of educational control.» (Smedts, 2008. p. 113.)

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Keywords: XVI Century Italy, Renaissance literature, Female education, Discipline of the body, Alessandro Piccolomini  
**The Body as a Pedagogical Object and the Education of a Renaissance Lady: Piccolomini's On the Manners of Women (1539).**

[Laura Madella](#)

University of Parma, Italy

*On the Fair Manners of Women (De la bella creanza delle donne, or La Raffaella*, first published 1540) is a dialogue in which the humanist Alessandro Piccolomini (1508-1578) voiced a couple of ladies, newlywed Margherita and much older

Raffaella. Addressees of Piccolomini's work was a selected group of noblewomen who attended the *Accademia degli Intronati* in Siena (Tuscany). Following a well-established pattern in Early modern Literature, the elder woman taught the younger how to navigate between family life, public image and private pleasures. Raffaella's instructed Margherita, on the one hand, in taking care of the look of her body, and on the other, in carefully mastering her gesture and demeanor. According to her lesson, the utmost achievement of a woman's inner life depended on the appropriate management of these two sets of skills, which necessarily led to disguise one's own real semblance and feelings and confined the true *persona* to a few, mostly secret, moments. Yet, this would be the only way to have the true *persona* survived. The paper aims to investigate how the work deals with female's body as proper tool of practice and instruction both from an internal perspective (Raffaella and Margherita, the fictional characters) and an external one (Piccolomini's perspective, his broader educational profile), and try to read *La Raffaella* in the light of coeval forms of discipline of the body.

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- R. Barthes, Le système de la mode
- P. Bourdieu, La domination masculine



**Keywords:** Self Managed Learning, Educational Journey, Learning Process, Teachers' Dairies, Pedagogical Practices

**Self-Managed Learning in the 1920's: The Educational Journey of a Teacher from Tel Aviv to Germany**

Miriam Szamet

Ben Gurion University, Israel

At the center of this paper stands a rare source, a travel diary, that was written in the Hebrew language during four weeks of a professional visit to schools in Germany. The author of the document, David Idelsohn (1891–1954), traveled from Palestine to Germany to visit central Reform schools in Hamburg, Berlin, Odenwald, and Wickersdorf to enrich his experience and inspirations as a teacher. He took a leave from the newly founded «Children's Community school» in Tel Aviv, which he had built up with colleagues in the spirit of Central European reform pedagogy and with a strong interest in practical work as well as coeducation. Idelsohn planned to adapt the new pedagogical ideas and professional knowledge into his teaching practice in Tel Aviv and integrate these innovative approaches into the Zionist educational project in the Middle East. The original diary is a very rich document, in which Idelsohn describes in detail each and every school he visited, its methods, pedagogies, and the daily practice of teaching and learning. During the four decisive weeks in Europe, a deep process of learning and self-reflection occurred: finally, David Idelsohn was convinced that these modern concepts are better adapted and implemented in his experimental school in Tel Aviv.

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### Presentations of the Panel

## Standardised Testing in Sweden 1940s-2020s – An Instrument with Shifting Purposes, Proponents and Consequences

Christian Lundahl

Orebro university

During the 1920s and 30s two lecturers at the training program for elementary-school teachers, independently of each other started to develop standardized tests in Sweden. Carita Hassler-Göransson developed a spelling test based on Ernest Ashbaugh's *The Iowa Spelling Scales* from 1922 and Frits Wigforss (1893-1956) developed a test in algebra 1933 with various international influences (Lundahl 2009). Initially their main purpose for the tests was to help teachers to better 'screen' their classes to find pupils with extra need of support. As Wigforss wrote: It is important, though, that standardized tests become what they are supposed to be: a measuring-rod in every class teacher's hand and not one in the hands of a controlling school administration. (Wigforss 1933, 222, transl. here)

However, Wigforss was also involved in the formation of a State Psychological and Pedagogical Institute (SPPI) with the main purpose of bringing the professions of education and educational research closer together. When this state-funded institute was formed in 1944 Wigforss became appointed as a lead-developer of National tests. At this time, an idea had grown strong to create a comprehensive school system in Sweden where the elementary school would merge with the lower secondary school. The standardized test was in that seen as a facilitator in a very particular way. The idea was to use the grades pupils got from primary education to allow them to enter secondary education. In doing so, entrances test at the secondary level could be abandoned. The problem was that secondary teachers did not trust the primary teachers grading. However, if these grades could be more 'objective' as in being informed by results from national standardized test, this 'smoother' transition, compared to using entrances test, could be solved in a way that the secondary teachers found legitimate. After many years of test-construction and try-outs, first under Wigforss at (SPPI) and the from 1956 at The Stockholm Institute of Education under Torsten Husén (1916-2009), the standardized grading system came in place along with the new comprehensive school system 1962. The test was now fully in the 'hands of a controlling school administration'. Over the years to come, standardized test in Sweden have informed teacher assigned grades in different ways and with many differently stipulated purposes and with different both intended and unintended consequences. Drawing on the wider concept of 'consequential validity' (Messick, 1989), the paper will illustrate how standardized testing in Sweden has grown into an institution of its own that with a disputable value and several problematic consequences, maintains a high legitimacy among both teaches and policy makers. It will be argued that standardized testing in Sweden has become at the same time an authority hard to question being so naturalized in Swedish educational discourse, but also constantly adaptable to societal changes and new needs.

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## Test as "Archive": Examining the Historical Aesthetics and Materiality of Two Classical Intelligence Tests

Sasha Bergstrom-Katz

Birkbeck University of London

Intelligence testing has a long history that incorporates and privileges the senses and this is reflected in the material nature of the test objects. Visual and tactile abilities and interaction between a test subject and examiner are central aspects to 20<sup>th</sup> century intelligence testing. Nevertheless, historical accounts on the history of intelligence tests rarely focus on the materiality of the test kits themselves. Historian Jacy L. Young offers insight that 'the test itself serves as an archive, providing valuable, if only partial, information on its history, especially the practices of the scale's employment' (Young 2015, p. 105). I take her notion that the tests (which themselves are almost always encased in a briefcase or box) are physical archives and that they tell their own part of the story of intelligence testing. Further, I posit that the tests carry the past into the present. The objects within the tests hold material qualities and cultural standards from the time in which they were produced (wood blocks are later replaced with plastic blocks, illustrations depict American nuclear

families) and the residue remains even as the tests continue to be revised and re-published.

In this presentation I will focus on the material culture of two twentieth-century intelligence test kits, the Wechsler Intelligence Scale for Children and the Stanford-Binet, and their development in the United States (Boake, 2002; Richardson, 2011). I will look at the creation of specific subtest objects and images, for example the Seguin Form Board and the Knox Cubes, as they relate to the theories and beliefs of their inventors (Seguin, 1870; 1879; Knox, 1914). Alongside the historical information, I will present a portion of my own artistic research, comprised of a series of photographs of the tests and their components, produced to better study the nuanced design, aesthetic and materiality of the test objects. I will relate Young's notion of the 'test as archive' to James Secord's provocation to look at 'knowledge in transit' (Secord 2004) in order to illuminate how the test objects, papers and cases themselves moved in space, carried by their advocates from city to city and country to country, where the tests were re-envisioned, redeveloped and repackaged to suit the particularities of the locales in which they were used next.

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## **Selecting a New Elite: Aptitude Testing in India's Management Education, 1960 – 1970**

**Loarens Wouter van Haaften**

University of Groningen

The use of standardized admission tests is a commonplace in India's higher educational system. Every year, millions of students go through one of the numerous aptitude tests that are required for entering an elite university. Aptitude testing has developed into a powerful technology for selecting, ranking and sorting Indian students (Subramanian 2019). The genealogy of the use of aptitude testing in India leads back to the colonial era. Intelligence testing in primary and secondary education in India started in the late nineteenth century, initiated by European and American missionaries (Linstrum 2016). After independence, psychologists, social scientists and educationalists continued to experiment with the use of psychometric testing in different domains of the Indian society (Setlur 2014). Yet, it was not before the 1960s that standardized aptitude testing was introduced as an instrument for selection in India's spaces for higher education. This paper provides a situated account of one of the early occasions using psychometric-based assessments in the context of higher education in India. It focuses on the particular historical circumstances under which standardized aptitude testing was introduced in one of India's first and most prestigious management institutes - the Indian Institute of Management in Ahmedabad. Developing the admission policies, the institute sought for more 'scientific' methods for selecting students and shifted from an interview-based admission towards the use of psychometric testing. In this process, it could draw from the circulation of knowledge within a transnational network of actors involved with setting up the institute, which included experts from American business schools and the Ford Foundation. The present study uses documents collected through archival research to delve into the discussions and dilemma's that surrounded this process. It describes how the embracement of aptitude testing was deeply informed by a particular economic paradigm of development. The new admission procedure was envisioned as an instrument to unlock and mobilize a new type of leadership talent from the Indian population. And it was interwoven with the pedagogical project to train a manager that could support India in its development towards a society based on socialist principles (Van Haaften 2021). At the same time, the turn towards psychometric aptitude testing for the selection of a new managerial elite provoked considerable resistance. The admission policy was looked upon with deep suspicion by India's business communities and contested by some competing organizations in the government for its disruptive effects on India's social hierarchies and business culture. This paper on the turn to standardized psychometric testing in India's spaces for management education in the 1960s aims to show practices were entangled with transnational developments. It furthermore aims to bring the history of education and intelligence testing in connection with a broader scholarship on the history of development and the creation of economies and markets in the "Global South".

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## A8 06.1: Symbolic Power and Education (2)

Session Chair: **Kate Rousmaniere**, Miami University, Ohio

Keywords: Iqbal, Breadwinner series, Malala, children's literature, translation

### Translating Educational Objects in English and Italian: Framing the Stories of Fatima/Iqbal, Parvana, and Malala for a Young Audience

Claudia Alborghetti

Catholic University of the Sacred Heart of Milan

Translation in children's literature is a powerful tool to help young readers' empathy grow towards socio-cultural issues from other countries. In Eastern countries (Iran, India, Afghanistan, and Pakistan for example) the historical development of translations for children from the 19<sup>th</sup> century has shown how literature framed crucial political and social issues involving children. Despite the rare research in this field, it seems that the contact with Western countries often resulted in exporting issues such as children in warfare or child labour into narratives that found a more fertile ground in translation among Western languages than from narratives originating where these issues were actually experienced. The development of children's literature in Eastern countries served as a springboard to introduce local writers and iconic figures in the 20<sup>th</sup> century in Western children's literature. This paper wishes to explore three selected writers who sourced their material from direct local testimonies or literature to depict images of child characters especially in Afghanistan and Pakistan, where the issues of warfare and child labour are strongly felt. Deborah Ellis, Jeanette Winter and Francesco D'Adamo come to mind for their painstaking effort to bring young readers' attention to iconic figures of courage and generosity that echo through their struggle to achieve a decent education. Above all, considering the topics at hand, these three are among the very few writers that have been translated into Italian (Ellis and Winter) and English (D'Adamo). Ellis' *The Breadwinner* (2000), *Parvana's Journey* (2002) and *My Name is Parvana* (2012) and D'Adamo's *Storia di Iqbal* ([2001] 2015) share an interesting aspect that makes the main characters' stories cross paths: the use of educational tools to overcome hunger, loneliness, captivity, in difficult and often dangerous situations. The story of Iqbal as told by D'Adamo finds a counterpart in Malala's fight for education in Winter's double picture book *Malala/Iqbal*, aimed at younger children, where the book and pen become symbols of bravery against tyranny.

It should be borne in mind that these stories were originally written according to a Western set of frames that needed to fit in the broader context of children's literature written in English and Italian. The paratextual analysis of source texts is the first step to achieve the main objective of this research: the descriptive analysis of target texts, with special emphasis on the framing of unconventional educational tools and contexts for the receiving public. Preliminary results show how, in the English-speaking context, D'Adamo's story has been rewritten to respond to a more inclusive and active educational context familiar to the American public, whereas Ellis' and Winter's translations seem to reflect a closer interest in sharing with the Italian audience the symbolic charge attributed to educational tools as shown in the source texts. It may therefore be suggested that the way educational objects are translated contributes to transform collective imagination in the receiving culture, arguing that translation plays an active role in the educational processes that shape different cultures.

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*Keywords:* preschool teachers, qualifying examination, technologies, gender.

### **From Students to Educators: The qualifying examination of the First Female Kindergarten Teachers in Northwest Mexico (1957-1961)**

*De Estudiantes a Educadoras: el Examen Receptional de las Primeras Maestras de Preescolar en el Noroeste Mexicano (1957-1961)*

Susana Portillo Gutiérrez, Luis Wancho Ojeda  
Universidad Autónoma de Baja California, Mexico

#### *Abstract (in English):*

On August 30, 1957, the Female Teacher Training School for Graduates in Preschool of Mexicali was founded in the state of Baja California, in northwestern Mexico. The first generation of student graduates consisted of eleven students, most of them migrating from different states of the Mexican Republic; their ages ranged from 16 to 36 years old; most of them came from middle and working classes. In this presentation, I am interested in analyzing the role of the qualifying examination (its technical, pedagogical and sociocultural foundations) to obtain the title of Preschool Teacher, as a technology that confirmed student knowledge at the end of their study program; and as the most important indicator that the student had finally become an educator and was ready to pursue a professional career in society as woman and citizen of a developing border region. I draw on the notion of technology of the self (Foucault), subjection and power, as well as the notion of gender technology (de Lauretis) to understand how the qualifying examination was the culmination of training in a female-only discipline. The study is based on institutional archival sources, specifically first generation records of female students who studied between 1957 and 1961. The qualifying examination consisted of the preparation and exposition of a thesis, the development of a work plan and a practical test where students applied what they learned in a live session with a group of children. For this reason, I analyze professional examination records, internship evaluations, theses, class plans for practical tests, among other documents. The study is set in the northwestern border between Mexico and the United States during the second half of the twentieth century. At that time, women in Baja California did not have many opportunities to develop individually and collectively; the region was taking its first steps towards the conformation of an educational system that could respond to the needs and demands of a city that moved

between rurality and urbanization. Female participation in economic life was a recent development and one of the ways to join the productive force was through the teaching profession

*Abstract (in Language of Presentation) :*

El 30 de agosto de 1957 se fundó la Escuela Normal para Maestras de Jardines de Niños de Mexicali, en el estado de Baja California, en el noroeste de México. La primera generación de estudiantes de esta escuela estaba conformada por once estudiantes, la mayoría eran migrantes que provenían de diferentes estados de la República Mexicana; sus edades iban desde los 16 a los 36 años; la mayoría provenientes de clases medias y trabajadoras. En esta ponencia me interesa analizar el papel del examen recepcional (sus fundamentos técnicos, pedagógicos y socioculturales) para obtener el título de Maestras de Preescolar, como una tecnología que confirmaba el conocimiento de las estudiantes al finalizar su programa de estudios; y como el indicio más importante de que la estudiante se había convertido finalmente en educadora y estaba lista para servir profesionalmente como mujer y como ciudadana a la sociedad de una región fronteriza en proceso de desarrollo. Recurro a la noción de tecnología del yo (Foucault), sujeción y poder, así como a la noción de tecnología de género (de Lauretis) para entender cómo el examen era la culminación de la formación en una disciplina exclusiva para mujeres. El estudio se sustenta en fuentes de archivo institucionales, en específico en los expedientes de las alumnas de la primera generación de estudiantes que cursó su carrera entre 1957 y 1961. El examen recepcional consistía en la elaboración y exposición de una tesis; el desarrollo de un plan de trabajo y la realización de una prueba práctica donde las estudiantes aplicaban lo aprendido en una sesión directa con un grupo de infantes. Por lo anterior, analizo actas de examen profesional, evaluaciones de prácticas, tesis, planes de clase para prueba práctica, entre otros documentos. El caso se sitúa en la frontera noroeste entre México y Estados Unidos durante la segunda mitad del siglo XX. En ese momento, las mujeres en Baja California no contaban con muchas oportunidades para desarrollarse de manera individual y colectiva; la región comenzaba sus primeros pasos en la conformación de un sistema educativo que diera respuesta a las necesidades y demandas de una ciudad que se movía entre la ruralidad y la urbanización. La participación de las mujeres en la vida económica iba comenzando y una de las formas de integrarse a la fuerza productiva era a través de la profesión de maestra.

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Keywords: school printing, scholanovism, libertarian pedagogy

## Minerva on Pedal The Printing Press and its Uses in an Uruguayan Rural School, 1929-1942

*Minerva a Pedal La Imprenta y sus Usos en una Escuela Rural Uruguaya, 1929-1942*

Gerardo Garay Montaner

UDELAR Uruguay, Uruguay

### *Abstract (in English):*

The presentation talks about linotypes, metal letter boxes, the smell of stacked sheets of paper, ink pots and the «Minerva» press. Curiously, this was the name that identified the machine used in typography until the first cylindrical presses appeared in the middle of the 20th century. All this represented the transformation of collective intelligence, the propagated human knowledge. It was not only a petty-bourgeois project; in the workshops of Buenos Aires and Montevideo, a young typographer dreamed of «redeeming» society through education. Otto Niemann (1888-1958), son of a German immigrant and an Argentine mother, escaped from Buenos Aires because of pacifist convictions, seduced by the anarchist ideals of his fellow workers, he carried out an intense propaganda activity in favor of a «rationalist» education. As an adult and with family responsibilities, he decided to study teaching, despite the fact that his salary would be less than that obtained in the workshop. He promoted a renewed, critical, knowledge-loving and emancipating education; all this from the state public schools. It seemed crazy. If he wanted to succeed he had to do it from the margins of the system: a rural school, of experimental character and making the most of the possibilities offered by the small cracks and forgotten spaces of the great state structure. The paper presents his action as director and pedagogue in the Experimental School of Progreso, Canelones, Uruguay, between 1929 and 1942. It is the story of an educator who took with deep seriousness the commitment to generate enthusiasm for knowledge, using his old profession to generate writing practices, learning and dissemination of culture.

In June 1931, Niemann was determined to acquire a printing press for the school, surely, more than by Celestin Freinet's recommendations, he did it because he felt part of the working class, typographic and libertarian world of representations in which the production and dissemination of ideas was an exercise of freedom. Thus the first official school newspaper in Uruguay, «Caracolitos», was printed; the inaugural issue is dated December 7, 1931. The «pedal-powered» Minerva - Niemann eliminated the electric motor to avoid possible accidents - quickly became a fundamental object in the school landscape. Publications, writing exercises and popularization exercises proliferated, showing the pedagogical possibilities of manual and intellectual work when performed without hierarchical ranks. Niemann, as a teacher and principal, used his profession as a typographer to stimulate learning practices, cooperative work and an attitude towards knowledge that made it possible for a small rural community to appropriate a broader culture than that which was destined to the mere reproduction of life.

### *Abstract (in Language of Presentation) :*

La presentación habla de linotipos, cajas de letras metálicas, el olor de las fojas de papel apilado, los potes de tinta y la prensa «Minerva». Este era curiosamente el nombre que identificaba a la máquina empleada en la tipografía hasta que aparecieron las primeras prensas cilíndricas a mediados del siglo XX-. Todo esto representó la transformación de la inteligencia colectiva, el saber humano propagado. No fue solamente un proyecto pequeñoburgués, en los talleres de Buenos Aires y Montevideo, un joven tipógrafo soñaba con «redimir» a la sociedad a través de la educación. Otto Niemann (1888-1958), hijo de inmigrante alemán y madre argentina, escapado de Buenos Aires por convicciones pacifistas, seducido por los ideales anarquistas de sus compañeros de oficio, realizó una intensa actividad de propaganda en favor de una educación «racionalista». Siendo ya adulto y con responsabilidades familiares, decidió estudiar magisterio a pesar de que su salario sería menor al que obtenía en el taller. Promovió una educación renovada, crítica, amante del conocimiento y emancipadora; todo esto desde las escuelas públicas estatales. Parecía una locura. Si quería tener éxito debía hacerlo desde los márgenes del sistema: una escuela rural, de carácter experimental y rindiendo al máximo las posibilidades que ofrecían las pequeñas grietas y los espacios olvidados de la gran estructura estatal. La ponencia presenta su acción como director y pedagogo en la *Escuela Experimental de Progreso*, Canelones, Uruguay, entre los años 1929 y 1942. Es la historia de un educador que asumió con profunda seriedad el compromiso de generar el entusiasmo por el conocimiento, sirviéndose de su antiguo oficio para generar prácticas de escritura, aprendizajes y divulgación de la cultura.

En junio de 1931 Niemann estaba empeñado en adquirir una impresora para la escuela, seguramente, más que por recomendaciones de Celestin Freinet, lo hacía por sentirse parte del mundo de representaciones obrero, tipográfico y libertario en el que la producción y divulgación de ideas era un ejercicio de libertad. De este modo se imprimió el primer periódico escolar oficial en el Uruguay, «Caracolitos»; el número inaugural es del 7 de diciembre de 1931. La Minerva «a pedal» -Niemann eliminó el motor eléctrico para evitar posibles accidentes- se convirtió rápidamente en un objeto fundamental del paisaje escolar. Proliferaron publicaciones, ejercicios de escritura y de divulgación, que mostraron las posibilidades pedagógicas del trabajo manual e intelectual cuando se realizan sin rangos de jerarquía. Niemann, como maestro y director, se sirvió de su oficio de tipógrafo para estimular prácticas de aprendizaje, trabajos cooperativos y una actitud ante el conocimiento que posibilitó a una pequeña comunidad rural, apropiarse de una cultura más amplia que aquella que la destinaba a la mera reproducción de la vida.

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Keywords: picturebook, hermeneutic comparison, cognitive patience, Shaun Tan, Rules of the summer  
**Reading Images: a Place for Relationship and Reflection. The Exemplary Case of Shaun Tan's Rules  
of Summer**

Martino Negri

University of Milano-Bicocca, Italy

Since its appearance in the mid-nineteenth century, picturebook as a multimodal narrative form based on the dialogue between verbal and iconic language in the space of the page has proved to be a border territory – of encounter and clash – between the world and perspective of adults and that of children. As shown by the emblematic case of *Struwwelpeter* (1845) and by the various and different interpretations that his iconic figure has aroused over the centuries, images represent powerful symbolic objects «to think with»: places where the different hermeneutic work carried out by adult readers and children can manifest, involving not only the cognitive dimension but also the affective one.

In the first two decades of the 21st century there has been an exceptional development on a global level of both fiction and non-fiction picturebooks, testifying how the pictorial turn theorized by W.J.T. Mitchell – a real epistemological turning point – indicated and actually indicates a real transformation in the way of looking at the world of images and at their power in condensing meaning. In the meantime, picturebook has established itself in the most diverse educational contexts, and transversely with respect to the age of the readers, as a medium with extraordinary versatility for what concerns the solicitation of the reader: picturebook indeed is a literary form highly capable of promoting the establishment of fruitful spaces for relationships between adults and children, spaces within which to exercise the calm eye desired by Maryanne Wolf in the sign of slowness and cognitive patience, offering unique opportunities to test interpretative ability and nourish the dialogue with peers and teachers, educating to mutual listening. Narrative picturebooks demand indeed a reading experience with extended times and, in the interpretative uncertainty it discloses, also invites the practice of re-reading, often full of surprises for the reader willing to look at images and words not superficially, who can discover details escaped during the first reading and perhaps reformulate his own interpretation on the basis of the new evidence gathered, like a hunter intent on reading the traces left by his prey. Starting from these historical and theoretical premises, this contribution aims to explore the opportunities offered in this sense by the picturebooks conceived by Shaun Tan, one of the most interesting contemporary visual storyteller, author of literary objects extremely heterogeneous but always characterized by the presence of ambiguous figures, never uniquely interpretable, which invite to contemplative pause and to reflection, personal and collective. More precisely, this paper will present the results of an educational experimentation focused on a specific Tan's work, *Rules of summer* (2013), with a focus on the diverse forms of discussion this iconotext activated in four differentiated Italian school contexts - kindergarten, primary school, lower middle school and high school - testifying to the extraordinary flexibility of the medium picturebook and the plurality of readers it can intercept.

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## B4 06.1: School Finance between State and Local School Districts

*Session Chair: Clémence Cardon-Quint*, Bordeaux University

*Keywords: Financing, Regulation, Statistics, Federal System, Switzerland*

### **Power and Payments: Financial Regulation and Support in Switzerland's Evolving School System**

*Gabi Wuethrich*

University of Zurich, Switzerland

Switzerland's school system has long been marked as prototypical of the federal organisation of the whole country. Its roots lay in the parish-based church organisations established during Reformation. The first attempt of the state to take over control happened during the short-lived Helvetic Republic (1798-1803). The Helvetic school concept – based on enlightenment and French revolutionary ideas – was then taken up during the Liberal Revolutions of the 1830s that finally culminated in the founding of today's federal state in 1848 (Boser et al, 2019). However, decisions on expenditure of elementary education were usually taken at the municipal level, and remained purely cantonally (i.e. state) regulated until 1902, when the sovereign voted in favour of an additional constitutional paragraph allowing federal financial support for less affluent cantons on the primary level (Funk, 1925, p. 102). The federal state implemented this support by providing seed funding for additional schools, teacher training facilities, and school infrastructure (Huber and Bay, 1915), rather than maintaining running expenses, which still remained a municipal and cantonal duty. This federal financing mainly aimed at supporting poorer, more economically backward areas, thus hoping to equalise education quality. The political processes and regulation of financial support of education at the level of the cantons (states) and the national level reflect the political will to establish universal elementary education during the long 19<sup>th</sup> century (Emmenegger et al, 2021). The implementation of these processes ought to be reflected in the respective municipal, cantonal, and federal shares of education investments. Four extensive school statistics collected in the context of world and national exhibitions not only provide detailed financial information, but also an overview of cantonal regulations on school finances covering the period from c. 1850 to 1912. All the statistics distinguish income according to the municipal and the cantonal level with an additional category of "other" income. On the expense side, teachers' salaries and building costs can be separated from total expenses. In addition, the diminishing prevalence of in-kind payments as well as direct and indirect school fees (e.g. for textbooks and writing material) can be traced both from a regulatory and from a financial perspective. To further determine education expenditure on the different federal levels, additional cantonal and federal financial regulation and statistics may shed light on the complex relationships between local governing bodies and central regulations.

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*Keywords:* School funding, local School policies, Identity, Sardinia, Oristano

### **School Administration and City Identity: funding Oristano's Schools and School buildings (1860-1915)**

Federico Piseri

University of Sassari, Italy

The present research represents a case study that is part of the historiographical strand that aims to link economic aspects with the history of education. It will focus on one of the most underdeveloped regions in Italy in the second half of the XIX century: Sardinia and in particular the city of Oristano. The isle was extremely poor and in 1861 about 91% of its inhabitants were illiterate. Oristano is located on the western coast of Sardinia, halfway between Sassari and Cagliari. It became provincial capital since 1974, while back in the second half of the XIX century was one of the most important towns in Cagliari province, with a strong identity given by its history: it is still an archiepiscopal seat and it was the capital city of a Judicate, the last standing against the Aragonese invasion in the XV century.

Few cities had a *collegium* in the late XVII century Sardinia. Oristano was one of these. Just this statement should be enough to understand how rooted this school is in the city identity. Moreover, the legacy of the Piarists' institution today can be spotted both in the Classical High School and the primary school, since they shared for long time the same building, the one which now is the seat of the town hall in the heart of the city: Piazza Eleonora d'Arborea. The city archive holds many documents about the administration of the schools and their buildings since 1860: the rental of suitable spaces for the growing school population, the purchase of new books and teaching materials. In detail, the sources for this research are the minutes of the city council, the letters between the administrators and the school officers, *memoranda* produced by municipal technicians, notary deeds. The paper aims to unveil the debate behind the school policies in the city of Oristano and the decisions taken to make it part of the city identity. In doing so it will highlight a wider shift in the local and Italian sensibility toward the school environment and the didactic needs of the elementary school and the Gymnasium.

Such a case study shows how even in an underdeveloped area, different administrations, through decades, may tend to link and root the school to the city, not only with money, but also with political choices that aimed to make it part of the local heritage. This happens when the local elite identifies itself also in a *cursus studiorum* which has some peculiar schools as part of it: in Italy this is usually the case of the classical secondary school. Therefore, this paper will show how even in an underdeveloped area school can become a resource to invest in: it can sustain the elite and middle-class identity and be a spring for social mobility.

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*Keywords:* compulsory school, local funding, buildings, reform

## **National and Local Funding of National Reforms: a case Study of the Financing of Swedish Compulsory Schools 1960–1970**

Johan Samuelsson

Karlstad University, Sweden

In Sweden and other parts of the western world, extensive and intensive reforms were introduced after the Second World War, in which the goal was to democratize education, which in many countries led to a compulsory school system (grundskola). The aim was multifold, but the principal aim was to provide access to education for everyone regardless of residence or social class. Another important aim was to enhance the already established student-centered pedagogy. These aspects have been well investigated and studied (Englund, 2006; Tisdall, 2020). A central aspect was also the construction of modern school buildings that could both accommodate larger groups of students and were adapted to new modern teaching methods (Ward, 2015). After the principal decisions about the introduction of a new basic school in the 1950s, the 1960s came to be characterized by the concrete construction of the new buildings in the municipalities. It is the financing of the Swedish 1960s school buildings that is in focus here. The aim of the presentation is to discuss the financing and planning of school buildings in 1960–1970. This is done through a case study of the construction of a school in a medium-sized Swedish municipality in 1960–1970. The conference presentation includes a detailed discussion of the municipal funding. The local community has played a central role in the Swedish school system for a long time (Westberg, 2017). However, at the same time, the state has also had an important role, not least through financial contributions to the school system (SOU 1961: 30). When the implementation of the basic school intensified in the 1960s, it was emphasized that access to modern school buildings was central to the implementation of the reforms. Thus, the financing of the construction also became a central issue as this was expected to be one of the major costs of the reform. A review of central government costs shows that central government expenditure was SEK 1.8 billion at the time (Bill No. 1, 1960–1970). However, in planning for the implementation of the comprehensive school, the municipality's funding was thought to play an important role (SOU 1961: 30). In my presentation, a municipality and a school building in Karlstad is the starting point. When the school was designed and built, it was done through a complex process where the municipality, regional authorities and the state all contributed in different ways. Municipal planning material such as board minutes, architectural material and municipal council material are analyzed. The municipality's funding is related to the state's contribution to the construction of new schools. Previous studies of school funding with mixed forms of funding, which are included in my study, were a source of inspiration (cf. Westberg; 2017; 2008; Michaëlsson, 2012; Beadie, 2008). Theoretically, the present study is informed by institutionalism and the idea of path dependence regarding municipal and state actions. It is therefore also relevant to look at how the financing issue was resolved earlier (cf. North, 1993; March & Olsen, 1989).

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### A1 07.1: PREFORMED PANEL

## Re-inventing Children's Literature through New Pedagogical Objects: A Dozen Years of Revolution (1968-1980)

*Keywords:* Children's Books, Anti-authoritarian Pedagogy, Media Education, Visual Literacy, Materiality

*Chair:* **Marnie Campagnaro** (University of Padova)

*Discussant:* **Sabrina Fava** (Catholic University of the Sacred Heart of Milan)

This panel aims to analyse the innovative conceptualisations of children's books based on the new visual, aesthetic, technological and educational perspectives that were developed in the period between 1968 and 1980 (Schwarcz, 1982; Pearson, 2013; Heywood, 2018). In this period, the focus on crucial social, cultural and political aspects regarding childhood and the development of democratic and antiauthoritarian theories of education in both Italy and Europe (Farnen & Me-loen, 2000; Klimke & Scarloth, 2008; Todaro, 2018) critically influenced the work of children's writers, graphic designers, publishing houses, teachers and parents. Children's books became a space of interdisciplinary experimentation that took into account a new conceptualisation of young readers as readers who were more critically, culturally and socially engaged both at school and in their spare time. In these books, the child is conceived as a *whole* individual who can learn through various aesthetic, cognitive, sensory and sensitive typologies of educational experiences.

The changes in children's education can be traced in children's literature, both in the choice of genres, topics and linguistic repertoires and in numerous experimentations involving playful and interactive storytelling, intertextuality, nonlinear and disrupted narratives and graphical layouts and materials (not only paper and cardboard but also plastic, textiles, etc.). As suggested by the designer and children's author Bruno Munari, the book is not merely a material to support the reading of stories; it can also communicate as an *object itself*. The use of innovative publishing technologies (e.g., Pantone as a graphic standards system or the die-cutting process) improved the visual and tactile potential of children's books, and publishing houses showed a growing interest in new narrative mechanisms based on reading interactivity and digitalisation.

The panel consists of four papers, analysing transformations that influenced both Italian and European children's literature. It investigates new mechanisms and typologies of narrative, new graphical and typographical solutions (picturebooks, wordless picturebooks, concept books, imaginers, prebooks, gamebooks, etc.) and new conceptualisation of the figure and role of young readers. In the first paper, Małgorzata Cackowska presents a sample of 12 selected, innovative, world-wide known picturebooks created in the late sixties and seventies, which brought a new quality to the aesthetics of this art form, as well as challenges in education. Based on the results of an historical research, *Picturebook's Lexicon*, (Szyłak, Dymel-Trzebiatowska & Cackowska, 2018, 2020), this selection analyses the most relevant transformations which influenced the history of the picturebook, and the development of the book market and popular culture. In the second paper, Marnie Campagnaro investigates children's literary experimentations devoted to early childhood (0–6 years) in the seventies. She examines books and objects (e.g., visual cards and narrative cards) that tested the use of materials, typographic technologies and various media (e.g., photography) in a way that was original in the history of children's literature and education (Edwards & Hart, 2004; Dussel & Priem, 2017). In the third paper, Anna Antoniazzi analyses the changes introduced directly or indirectly into children's books by digital technologies in these years. The study specifically examines gamebooks and early digital experimentations of books, emphasising certain inescapable implications and consequences for educational contexts. Finally, in the fourth paper, Ilaria Filograsso presents the phenomenon of collective and collaborative writing in children's books, exploring this specific genre and medium, which was created in Italy thanks to the didactic experimentations of teacher and children's author Mario Lodi and tested through the Movimento di Cooperazione educativa (Lodi, 1977). This study highlights the relevant role played by Lodi and his students' children's books in promoting a new conceptualisation of young readers and developing linguistic and thematic transformations in Italian children's literature during the seventies.

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*Presentations of the Panel*

**The Magnificent Dozen: Twelve Unique Picturebooks from the Picturebook's Lexicon**

**Małgorzata Cackowska**

University of Gdańsk

In this presentation, a sample of 12 innovative, significant, and internationally known and awarded picturebooks created in the late 1960s and 1970s will be explored to investigate in what way they introduced a new quality to the aesthetics of this form of art, and what educational challenges they posed. They include such sophisticated concept books as *The Very Hungry Caterpillar* by Eric Carle (1969) and *A Colour of His Own* by Leo Lionni (1975), which cleverly inscribe simple concepts (colours, fruits) into their philosophical narrations, as well as *Elmer* by David McKee (1968), a story of a patchwork elephant, which contributed empowerment of individuality and laughter to children's literature. There are also books, which undertook controversial topics and are imbued with the spirit of subversiveness and countercultural explorations, such as the French pop-art *Alala: les télémorphoses* by Guy Montréal and Nicole Claveloux (1970), or *In the Night Kitchen* by Maurice Sendak (USA, 1970), which shows nudity. These picturebooks introduced new ways of understanding the concepts of child, childhood, and Western children's literature to the public discussion. I will also show one of the pioneering wordless picturebooks *Anno's Journey* by Mitsumasa Anno (Japan, 1978), as well as wordless comic books by Briton Raymond Briggs (*Father Christmas* and *Snowman* 1973, 1978) – masterpieces of visual narration. The presentation will end with the famous pop-up book *Haunted House* by Jan Pieńkowski, (1979), who used sound and movable paper elements to animate the plot and surprise and frighten the small readers. The analysis will be based on the original two-volume *Picturebook's Lexicon*, edited by J. Szyłak, H. Dymel-Trzebiatowska & M. Cackowska and published in Poland in 2018-2020. Each volume contains the total of twelve dozen (144) analytical articles on picturebooks (the

total of 288) in chronological order, ranging from *Orbis Sensualium Pictus* to the last decade. It is an encyclopedia presenting the history of the picturebook as an educational tool, a form of entertainment for children and an artistic genre. Each book is described against a broad background of cultural changes and considers such issues as changes in pedagogical concepts, child representations, the development of the book market and popular culture, the relationship between the works of authors and illustrators, and the dominant artistic trends and historical events. The analyses contained in the *Lexicon* were prepared by more than thirty authors representing various scientific disciplines (pedagogy, sociology, literary studies, philology) and different centres in Poland and abroad.

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### **From Die-Cut Books to Visual Cards: Innovative Projects for Prereaders in the Seventies**

**Marnie Campagnaro**

University of Padova

This paper investigates some relevant publishing (and educational) transformations that arose in children's literature between 1968 and 1980. The analysis focuses on the specific target of prereaders: toddlers and kids aged 0–6 years. By exploring these changes, new ideas about educational needs and children's agency emerge. In particular, the relevance of reading aloud and sharing stories, the impact of emergent literacy to fight poverty and social exclusion, the importance of offering children different typologies of books (different content and different graphic and typographic forms) with innovative uses of materiality, including tactile and multisensorial approaches, are considered fundamental for supporting the child's development of global literacy skills (linguistic, visual, cognitive and emotional) regardless of their young age. After sketching a historical, cultural and educational framework, the paper investigates four different typologies of transformations within the publishing market devoted to prereaders. The first transformation is traced to innovative and interdisciplinary cutting-edge experimentations, such as those developed by the artist and designer Bruno Munari and the pedagogist Giovanni Belgrano in their playful visual narrative cards. They created fascinating games by playing with visual art, photography, transparency and *seethrough* effects. The second transformation refers to books that were conceived as tactile and multisensorial training grounds. The innovative application of typographic technologies to children's books transformed stories into interactive objects capable of offering a five-sense reading experience, as in the case of *Brucovverde* by Giovanna Mantegazza and Giorgio Vanetti, which was promoted by its publishing house La Coccinella as "a hole with a book around it." The third transformation is linked to the development of new contemporary ways of sharing the legacy of fairy tales with kids. Fascinating graphical adaptations of classic fairy tales were tested, such as those created by Swiss artist Warja Lavater. Children's authors and illustrators introduced geometric elements, chromatic variations and die-cutting formats to make their retellings more appealing. For instance, for *Cappuccetto Rosso*, Rita Pagani designed thirty-five coloured cardboard cutouts arranged in numbered groups to visually tell the story of Little Red Riding Hood. Finally, the fourth transformation is connected to the cultural and social battles of the time, which deeply influenced the birth of new radical series for children. The series "Tantibambini" and "Dalla parte delle bambine" were marked by strong graphical and typographical characterisations and offered stories that presented little readers with major pressing social, economic and environmental problems, including migration, poverty, the deterioration of work conditions, industrial exploitation, overbuilding and urban decline.

The aim of this paper is to examine if and how these transformations have contributed to building a new idea of the children's book, conceiving it as an aesthetic tool to culturally enhance children's agency. Even though children may not have been able to read the texts, these innovative editorial projects helped them use their eyes, ears and fingers to forge specific skills for reading and gain a sense of the world around them.

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## The 'Interactive' Book: Writing and Reading from the Analogue to the Digital

Anna Antoniazzi

University of Genoa

Between the 1970s and the 1980s, the printed book underwent profound transformations in the encounter with interactivity and the digital. Both dimensions - inextricably linked and destined to profoundly change all means of communication - were derived from the sudden development of information technologies and had important implications on the way stories were told, also with regard to publishing aimed at children and adolescents. Interactivity in particular, defined by Jens Jensen as «a measure of a media's potential ability to let the user exert an influence on the content and/or form of the mediated communication» (1998, p.201), intrigued many writers and pushed them to experiment with new techniques and ways of writing. It was probably the first computer games that triggered the transformation, influencing ever larger sectors of media communication. Unlike those used in amusement arcades, computer games were text-based: a short description of an environment, characters and objects with which the user could interact and a question on how to proceed appeared on the screen. The player answered by typing commands composed of a verb (e.g. go, take, etc.), an object (e.g. take sword) or a directional indication (e.g. go left). The computer calculated the effect of the command, proposed a new description and asked a new question. The themes of those video games, implying adventure, the search for treasure, the exploration of obscure and mysterious places, the need to escape from a labyrinth, often referred to the topoi of fairy tales and children's literature. The first attempts at interactivity in printed books came from the publishing industry dedicated to the younger generations. *Prisoner of the Ant People* (Montgomery, 1983), *Flight from the Dark* (Dever, 1984) and many other Gamebooks aimed, just like Text-Based Adventure-Games, at the most subjective participation of the reader who, through the use of paragraphs or numbered pages, could move within the text through non-linear paths. Like interactivity, digitisation of texts started to be thought of, defined and approached in the early 1970s. *Project Gutenberg* (1971), for instance, was one of the first attempts to dematerialise printed texts by offering digital versions of copyright-free classical texts. The American computer scientist Michael Hart, who launched the project, probably did not expect that this undertaking, considered ethically necessary to 'break the barriers of ignorance and illiteracy', would lead, in a few decades, to a profound, irreversible transformation of books, reading and readers. Digitisation, in fact, did not entail a mere change in the medium on which words could be read - from printed books to computers and e-readers - but a real shift from personal reading to plural and participatory reading. This contribution aims at highlighting the great transformations that interactivity and digital technology have produced in Children's Literature and the inevitable implications in the educational context.

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## Insieme: the Children's Book as Collective Writing

Ilaria Filigrasso

"G. D'Annunzio" University of Chieti - Pescara

Since the late 1960s, European children's literature, bound to anti-authoritarian and libertarian pedagogy, has actively contributed to the debate on linguistic education, school curricula and the book as a tool for social reproduction and cultural conformism. In Italy, in 1969, a group of teachers from Genoa published a research work on textbooks used in primary schools, criticising their paternalism and classism. Inter-disciplinary reflections on the issues and language of the stories told in school books were developed throughout the following decade, and, in the study *Il leggere inutile* (1971) and the anthology *I pampini bugiardi* (1972), edited by Marisa Bonazzi and Umberto Eco, the oppressive and obsolete nature of stories divorced from children's reality, designed for uniform, passive readers was clearly condemned.

In a climate of democratic re-design of schools and teaching methods, the educational experimentation of Mario Lodi, writer, teacher and pedagogue, member of the Movimento di Cooperazione Educativa, set out to radically transform literacy practices in class: the textbook was replaced by a system of different books, a pluralist class library and a wide variety of teaching materials, in which a privileged place was occupied by stories written by children, in the diaries and magazines produced by the classes. Starting from the technique of conversation on issues that the pupils had experienced or which they felt were important, through the cooperative work overseen by the teacher, the spoken word becomes a creative literary product. In *C'è speranza se questo accade al Vho* (1963), *Il paese sbagliato* (1970), *Insieme* (1974), Mario Lodi documents in detail the dialogues and views of life of the class, the interests and concrete experiences of the small community, producing highly successful collective books: *Cipi* (1972), *Mongolfiera* (1978), *Bandiera* (1985). Alongside the more famous works, the 123 small booklets entitled *Biblioteca di lavoro*, coordinated by Mario Lodi from 1971 to 1980, become both a model for and research of a completely renewed children's literature, aiming to stimulate their intelligence and curiosity: in addition to the booklets on history, society and politics, we find fantasy tales and ecological stories written by the pupils, based on their observation of nature, scientific experiments and everyday emotions. The stories born from cooperation become "a specific genre" of children's literature, designed to give voice to children who are "producers of culture" and who address equally competent and active interlocutors. This contribution aims to investigate how Mario Lodi's educational experiments helped to transform the narrative strategies and thematic and linguistic choices of Italian children's literature in the 1970s, which promoted the codification of a new type of fantastic story: a "contemporary fairytale", inspired by the children's texts, discoveries and research, deep-rooted in the natural, social and technical world they actually live in.

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## A1 07.2: Material Histories of Educational Objects

Session Chair: [Lisa Rosén Rasmussen](#), Aarhus University

**Keywords:** Children's magazine, Representations of Childhood, Visual Culture, Second post-war Italy, Hygiene education  
**Comic Advertisements for Children in Post-war Italy. The Case of Durban's Toothpaste on the Pages of "Il Corriere Dei Piccoli"**

Veronica Fonte

Catholic University of the Sacred Heart of Milan

Latest studies have pointed out the role of images and objects as important sources of historical research in educational contexts, both in schools and out of schools. While illustrations, paintings, and photographs have been amply considered as valid sources, advertising addressed to children has not received sufficient attention yet. However, this kind of visual

source can provide insights to better understand the most widespread discourses and practices about childhood in a certain historical and cultural context. Moreover, they highlight an interesting aspect such as the double addressee of these kind of advertising: children, who are the main targets of advertisements for toys and other material for spare time/leisure, and adults, who are the addressees for products related to educational field, such as healthcare, nourish or scholastic. Starting from the second post-war period in Italy, advertisement for children started occupying a relevant space in children's magazines, affecting consumption habits, and building a particular representation of childhood, also transmitted by products designed for children. Due to the increase of industrialization and economic wealth, products advertised for children could be recreational or educational. In this case, advertisement of hygiene products, nurture products and good daily practice for personal care stood out. In 19<sup>th</sup> century Italy, one of the most important and widespread magazines for children was "Il Corriere dei Piccoli" (published from 1908), which presented comics and illustrated stories for children. In this magazine, in addition to classic illustrated advertisement for adults, a particular kind of advertisement appeared: weekly comics strips with a story about hygiene products for personal care. The aim of the article is to analyze this kind of comic strips, focusing on the advertisements of Durban's oral hygiene products and their textual and visual narrative, to question the underlying educational message. By the analysis of the past seasons of this magazine, kept at the Sormani Library of Milan, we can point out the message proposed in these comics strips, both educational and playful, in order to encourage the good hygiene practices. Moreover, the visual material reveals the cultural context of this kind of advertising, highlighting the use of ethnic and cultural stereotypes in a process of racialization of the idea of hygiene.

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*Keywords:* children's theaters, theater poster, Latvia

### **«Stories of Children Performances Told Through Posters: the Latvian Case»**

Reinis Vējiņš

University of Latvia, Latvia

Theater posters have a long and aesthetically rich history. The magic of theater art is revealed in a fixed time and space. Evidence and of theater performances remain in people's memories, photographs and video materials, but theater posters are much less common. However, theater posters have always been an important medium for communicating with an audience. Namely - popularizing theater in society; giving information about the time and place of a certain performance, the main actors; etc., as well as being able, if preserved, to pass on the visual side of the theater performances to future generations (Diamond, 2012). A theater poster is a visualized image of a theater performance, which explore the syntax (visual grammar), semantics (meaning) and pragmatics (function) (Wu, 1997).

Alongside professional theaters, children's theaters also play an important role in society, creating and preparing performances for public display. Children's theater posters are under-researched, as they are usually destroyed as artistically worthless material. A pleasant exception is the exhibition created by the National Theater in London in 2016 on posters of children's theater shows from 1983 to 2013. In Latvia, children's theater posters are not permanent, long stored materiality. The exception is children's theater groups, which have a long and rich tradition, for example, in Soviet Latvia, children's theaters were awarded the highest title in the theater art: Folk Theater. Posters from these theaters can be found in personal archives. The aim of this study is to reveal the turning points in the history of children's theater performances through the visual design and presentation of theater performance posters in society of the 20th century. The research questions are as follows: (1) What visual elements are typical to exhibit the content of a play in children's theater posters? (2) How does the context of the particular era affect the signs and symbols used in children's theater posters? The research method is a semiotic analysis of visual sources. Semiotic analysis allows the study of icons, signs, symbols, ideologies, myths and different perspectives in visual sources (Rose, 2001), thus revealing the turning points in the history of children's theater performances. The synergy between the two "parties," the poster creators and the audience / viewer, is essential to explain the poster's text and images in its widest context (Rose, 2001). It is important to supplement the method of semiotic analysis with other forms of data collection - interviews, research into the history of the theater to understand the true idea of the poster (Aiello, 2020). The source base of this study consists of posters of children's performances used in Latvia from 1920 to 2010, as well as five interviews with children's theater directors.

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*Keywords:* Toys, skill, materials, intersectionality, children

## **Creativity, Autonomy and Agency? Children Making Their Own Toys, 1800-2000**

Mary Clare Martin

University of Greenwich, United Kingdom

While some historians acknowledge that children in the past made their own toys, most histories have focused on manufactured objects. Yet throughout history, these have been the most frequently available types of toy (Heywood, 2001, 92-4). This paper will examine the toys made by children, and their responses, in the nineteenth and twentieth centuries, in global context. It will engage with concepts of autonomy and agency, but also consider the roles of adults and older children in creating these aspects of children's social worlds. By examining toys made by children, it will have a dual focus on educational technologies. Not only was the product an object with which a child could play, the act of creation was also an educational process. The paper thus highlights aspects of informal learning which would now be acknowledged as significant sources of skill. It will draw on a wide range of sources, including material objects from the more recent past, combined with oral history, printed memoirs (including of overseas missionaries), and archival sources. It also draws on the author's research with children for a contemporary project on "Multi-Cultural Toys". Themes include skill, how it was communicated, and the range of materials used by children, as well as intersectionality: differences of class, gender and ethnicity. As far as possible, the paper will draw on evidence of children's perspectives.

The paper will also attempt to map change over time. Heywood (2001: 92), notes how it was a simple matter to make a rag doll or a hobby horse, but can significant patterns of continuity and change be ascertained? In the 1820s, William Ellis, a missionary and anthropologist marvelled at the skill of indigenous children in the South Pacific making their own canoes. In eighteenth and nineteenth century England, boys might have access to carpentry workshops and use them to make boats (in some cases, to sell for money). Making mud "horsees" was observed in Africa in 1859 and by Jean Rossie in the twentieth century (Martin, 2017). Go-carts, made by or for children, from old wood and wheels, were recorded throughout the twentieth century. Christy Brown, who had cerebral palsy, was made one in Ireland in the interwar period. Children in New Guinea were making dolls from coconut brush and tyres and pull-along toys with wheels from natural objects in the 1980s and this continues. In South Africa, children have made toys from wire from fences. Research conducted with five to six year old children in London showed they made toys with boxes. Highlighting school as a site of creativity, secondary age children recalled making boomerangs and chatterboxes at primary school (Multi-Cultural Toys Project). Finally, the paper will consider children's attitudes to making their own toys. While such creations might appear to western adults to be more valuable than shop-bought toys, from children's perspectives, these might seem second

best. The paper thus draws together the experiential aspects of making toys with significant themes round equality, inequality and relationships.

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«Multi-Cultural Toys Project», University of Greenwich, UK



*Keywords:* Juvenile delinquency, Lombroso, Games, Knife, Degeneration

### **Games and Objects of Juvenile Delinquency in the Studies of Italian Followers of Lombroso (1895-1909).**

*Jeux et Objets de la Délinquance Juvenile dans les Recherches des Disciples Italiens de Lombroso (1895-1909).*

Filippo Sani

Università degli studi di Sassari, Italy

#### *Abstract (in English):*

The study is a survey of a number of essays on juvenile delinquency published in the official journal of Cesare Lombroso and his followers, the "Archivio di Psichiatria", which later became the "Archivio di Antropologia Criminale", from 1909 onwards. The first of these essays, *I giochi dei criminali* ("Games of Criminals") (1895) by Mario Carrara, was based on the positivist idea of play as a superfluous activity. According to Carrara, this theory was valid whether, like Alexander Bain, play was considered a release of excess nervous energy, or whether, as in the evolutionary theory reinterpreted by Giovanni Antonio Colozza, playful activity was the result of a "process of biological specification". As such, play among higher organisms, and in particular among human beings, was the consequence of "greater saving of vitality in the struggle for existence, and hence the employment of a part of it in expressions not strictly useful for the preservation of the beings themselves". Quoting Herbert Spencer, Mario Carrara believed that play in humans and in many mammals was a simulation of acts useful for the existence of the individual and the species. In the delinquent, the superfluity implicit in play expressed itself in terms of a physical "love of fighting", because this need for release was equivalent to their motor activity in which, as Lombroso believed, the delinquent had above average skills. In fact, according to Lombroso, "monkey-like" agility demonstrated "a greater development of the motor centres at the expense of the other brain centres". According to Carrara, criminals' games represented "the recognition of the supremacy of physical strength, of the right of the one with the strongest muscles". In Francesco Agosti's essay, *La delinquenza nei giovani* (Delinquency among Young People) (1908), the monkey-like agility of young offenders was contrasted with their "weak and lazy" intelligence, except when, appearing equally "under a certain sharpness", it was exercised "almost always in fields extraneous to common life or to morals". Lombroso's association between "genius" and "madness" reappeared in Agosti, as did the idea, already expressed by Carrara, of the insurmountable cynicism of delinquent youth. Giuseppe Avenali's essay on *Delinquenza precoce maschile* ("Precocious Male Delinquency") (1909) drew on Giuseppe Sergi's seminal text, *Le degenerazioni umane* ("Human Degenerations") (1898), to denounce the vices of modern urbanisation and the shortcomings of the school of the time, the latter identified, for the most part, in the little time it took up of children's lives. This abandonment of the children by the school generated boredom and therefore the need to somehow release the great amount of mental and muscular energy with which the children were endowed. So Avenali, who was in contact with minors in Regina Coeli prison, believed that a boy left to himself would be a victim of alcohol, card games, tobacco and, above all, of the knife, an object very common among boys and against which the law No. 319 of 2 July 1908 on the regulation of the carrying of weapons had been useless, indeed counterproductive.

#### *Abstract (in Language of Presentation) :*

Le but de la recherche est d'examiner un certain nombre d'études sur la délinquance juvénile publiées dans la revue de Cesare Lombroso et son école, l'"Archivio di Psichiatria", qui prendra le nom d'"Archivio di Antropologia Criminale" à partir de 1909. Le premier de ces articles, *I giochi dei criminali* ("Jeux des criminels") (1895) de Mario Carrara, se fondait sur l'idée positiviste du jeu comme activité superflue. Cette théorie d'après Carrara était valable, que le jeu fût considéré comme une libération d'un excès d'énergie nerveuse, selon la pensée d'Alexandre Bain, ou que, comme dans la théorie évolutionniste telle que l'avait interprétée Giovanni Antonio Colozza, l'activité ludique fût le résultat d'un "processus de spécification biologique". Le jeu dans les organismes supérieurs, et chez les hommes en particulier, était la conséquence "d'une meilleure exploitation de la vitalité dans la lutte pour l'existence, et par conséquent, de l'utilisation d'une partie de celle-ci dans des manifestations qui ne sont pas strictement nécessaires à la préservation des êtres". En citant Herbert Spencer, Mario Carrara pensait que le jeu chez les hommes et de nombreux mammifères était une simulation d'actes utiles à l'existence de l'individu et de l'espèce. Chez le délinquant, l'énergie superflue implicite dans le jeu se manifestait comme "amour du combat" physique, parce que cette nécessité de libération d'énergie était équivalente à l'activité mo-



trice dans laquelle, comme l'écrivait Lombroso, le délinquant était plus doué que l'individu normal. L'agilité "simiesque" démontrait, de l'avis de Lombroso, "un développement majeur des centres moteurs au détriment des autres centres cérébraux". Les jeux des délinquants, d'après Carrara, représentaient "la reconnaissance de la primauté de la force physique, du droit de celui qui a les muscles les plus forts". Dans l'article de Francesco Agosti, *La delinquenza nei giovani* ("Délinquance chez les jeunes") (1908), l'agilité simiesque des jeunes délinquants était cohérente avec leur intelligence "faible et paresseuse", sauf dans le cas d'un certain degré d'acuité, où alors l'intelligence était exercée "presque toujours dans des domaines étrangers à la vie quotidienne et à la morale". Les rapports lombrosiens du "génie" et de la "folie" réapparaissent chez Agosti, ainsi que l'idée, déjà exprimée par Carrara, d'un cynisme invincible de la délinquance juvénile. L'article de Giuseppe Avenali, *Delinquenza precoce maschile* ("Délinquance précoce masculine") (1909) faisait référence au livre de Giuseppe Sergi, *Le degenerazioni umane* ("Dégénérescences humaines"), afin de dénoncer les vices de l'urbanisation moderne et les carences de l'école, en identifiant ces dernières, pour la plupart, comme la faible influence du temps scolaire sur les jeunes. Cet abandon des enfants par l'école engendrait l'ennui et, par conséquent, la nécessité de libérer en quelque sorte la grande quantité d'énergie mentale et musculaire dont les enfants étaient pourvus. Avenali pensait que l'enfant livré à lui-même était victime de l'alcool, des jeux de cartes, du tabac et, tout particulièrement, du couteau. Dans ce dernier cas il s'agissait d'un objet très répandu parmi les jeunes et contre lequel la loi du 2 juillet 1908 sur la régulation du port d'armes n'avait servi à rien, quitte à être même contre-productive.

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## A2 07.1: SYMPOSIUM

### The Expansion of Secondary Education during the 1960s in Developing Countries and the International Development Organizations.

#### PART 1

*Keywords:* Secondary Education, Sixties, Developmentalism, International Organizations, Catholicism

*Chair:* **Antonella Cagnolati** (University of Foggia)

*Discussant:* **Gary McCulloch** (University College London)

Throughout the 1960s, there was a notable expansion of secondary education, which was particularly intense in countries that started from a backward educational situation. Among them, the countries of Southern Europe and Ireland stand out, although Latin American countries also experienced a similar evolution. International development organisations such as the World Bank, the OECD and the various United Nations agencies played an important role in promoting and organising this educational expansion. The prevailing development model of these international organisations was based on functionalist principles and basically on Walt W. Rostow's Theory of Stages of Economic Growth, on the educational level, on the Human Capital Theory, developed by Theodore Schultz, Gary Becker and Jacob Mincer. Education was thus seen as a prerequisite for economic development. This theoretical framework conceived secondary education as technology for economic development and also for social reshaping through social mobility. This new social technology blurred traditional ideological, political and religious issues and placed the goal of economic development at the forefront. This new priority generated a technocratic discourse on education applicable to all countries regardless of their political regime. A good example of this is the OECD's Mediterranean Regional Project (1961), which included regimes as different as Yugoslavia's self-managed communism, the aftermath of pre-war fascist dictatorships such as Spain and Portugal, a Western democracy such as Italy, and Greece and Turkey. Similar programmes can be identified for Latin America. The aim of this symposium is to make a first approach to the expansion of secondary education in the 1960s in developing countries from an international perspective and to share their experiences. In addition to characterising the process of expansion in their respective countries, participants are asked to explore in a provisional way their relationship with international organisations, the extent to which the new educational discourses represented a break with previous ones

and what new values or principles they embodied. This would lead us to a new understanding of modern secondary education as a social technology at the service of social engineering.

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### *Presentations of the Panel*

#### **Ireland and reform of Second-Level Education in the 1960s**

**Teresa O'Doherty**

Marino Institute of Education

Following the establishment of Independence in Ireland in 1922, the structures of the schooling network in Ireland remained relatively unchanged. The ownership and management of schools were retained by religious denominations while the state focused its attention on the reform of the curriculum. In the period post 1922 the curriculum was used as a tool to promote the revitalisation of the Irish language, thereby restoring Irish culture and national identity. The pre-occupation with the preservation of the past rather than planning for the future (O'Connor, 2014), the introduction of protectionist trading policies and the increasing levels of emigration during the first four decades of the New State meant that by the 1960s Ireland was in a 'disastrous economic situation' (Loxley et al, 2014, p. 174, 175). ). The first signs of a change in policy were evident in the publication the Programme for Economic Expansion in 1958. The awaking to a new and different approach to economic planning was cemented by Ireland's attendance at the 1961 OECD Washington Conference (O'Sullivan, 2005, 135 ff). Engagement with the OECD brought a new awareness that education and 'human investment' were closely coupled causing a radical reform of understanding of the function and purpose of education; 'Since our wealth lies ultimately in our people, the aim of educational policy must be to enable all individuals to realise their full potential as human persons' (Second programme for economic expansion, p.13, cited by O'Sullivan p.135). The Irish government collaborated with the recently formed OECD to review Irish education and this 'marked a fundamental new departure for a society which had tended since the nineteenth century to leave the major tasks of education provision to the churches' (Farrell, 1998, p. x). This review brought the deficiencies and gross inequalities of the Irish system to 'unprecedented international scrutiny' (Walsh et al 2014, p. 119), it also represented a move by the state in 'elbowing the churches to one side and committing itself to provide proper resources from the public purse' (Farrell, 1998, p. x). This audit had a catalytic effect on Irish education and resulted in the publication of the Investment in Education Report (1965). The following decade was a period of radical reform in education, impacted most notably by the introduction of free second-level education in 1967, and the development of new forms of schools providing a comprehensive curriculum. These reforms resulted in the expansion of schooling, the democratisation of schooling where all the nation's children could engage with and participate in second-level and as a consequence, third-level education. The rate of change during the 1960s was uncompromising, and the ambitious agenda set at that period has had an immeasurable impact on Irish education and society.

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## Dismantling the Educational Autarky: the Post-primary Schooling Reforms in Portugal in the 1960s

Luís Grosso Correia

University of Porto

Portugal has lived under a authoritarian political regime between 1926 and 1974 (the *Estado Novo*). Several conjunctures of educational policies have been identified by the scholars in this period: in search of roots for the new order (1926-1936); the architecture of the educational system (1936-1947); the post-war developmentalism (1947-1961); the expansion of the educational system (1961-1970); and, the «democratization of education» in a blocked society (1970-1974). The stability of the authoritarian regime and the consolidation of a strong administrative state allowed education to gradually lose a function of ideological inculcation and progressively orient itself towards new tasks (for instance, controlled social mobility) and favours the emergence of a logic of its own, which became more explicit from the 1960s onwards. The impact of the international studies in the Portuguese education policies addressed to secondary education [extension of compulsory schooling (1960 and 1964), gender co-education (1968), the launch of ICT (1964) and pedagogical experiments (1968), widening of the state-schools network, more flexibility in teacher training programmes (1969), etc.], which were implemented within a strict and traditional curriculum framework, bear witness to the emergence of a certain autonomy of operation of the educational system. A note about this improvement has to do, for instance, with the technical refinement, in scientific and pedagogical terms, of the official discourse along with the 1960s. In fact, as Sérgio Grácio (1986) put it, Portugal could no longer maintain an “educational autarky” in face of the new challenges launched to the national educational systems by international institutions such as the OECD and UNESCO.

Taking into account the studies of these two intergovernmental organisations, which highlighted the delay of the Portuguese education system developing in comparison to other European countries (in topics such as literacy rates, enrolment in the three levels of education and school drop-out rates; the length of compulsory education; public funding in education; gender differences), on the one hand, and the fact that the organisation of Portuguese primary and secondary education comprises of 11 grades (4 years of primary education and 7 of secondary education), on the other, it is important to analyse the meaning of secondary education from the angle of post-primary studies. Having in consideration the lyceum-track perspective, we will pay particular attention to socio-educational and political meanings and effects of the following facts: the increase of the enrolment rates, namely by female students, despite the admission exams and expensive enrolment and attendance fees; the beginning of the comprehensive reform of secondary education process with the launch of the *Ciclo Preparatório do Ensino Secundário* (preparatory cycle of secondary education) in 1964 (grades 5 and 6, prior to low secondary level); the explosion of the state schools network; and the changes in the teachers' training, and working conditions in the late 1960s.

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## The Copernican Turn of Franco's Secondary Education Policy during the Sixties

Antonio Fco. Canales

Universidad Complutense de Madrid

In the early 1960s, Francoist education policy underwent a Copernican turn. After two decades of intense privatisation and constriction of the secondary school network, suddenly the regime promoted an exponential growth of secondary education. The explanation for this radical shift lies in the dictatorship's search for a new legitimisation based on economic development. In the late 1950s, the regime replaced the legitimacy derived from its victory in the Civil War with the search for a consensus derived from economic well-being. To achieve this economic development, the regime turned to international development organizations where functionalist theories predominated, establishing investment in education as one of the prerequisites for economic take-off. In this way, the economic objectives fostered by these organisations led to a radical change in education policy. The new education policy was embedded in the international modernising discourse that was perfectly suited to the apolitical technocracy on which the regime justified itself during the sixties. Quantitative expansion was the priority in this decade, reaching an almost exponential pace. In 1970, the gross schooling rate was 37%, more than double that of 10 years earlier (13%) and 5 times higher than in 1950 (7%). Enrolment in secondary academic education tripled during the decade.

This evolution seemed to fit into the technocratic framework of development. For the regime, this was a way of ensuring the supply of the qualified workforce necessary for industrialization, while at the same time obtaining support among the middle classes and those sectors of the working class that saw education as a path to social mobility. The public sector was clearly the leader in this expansion. In a mere 4 years, the school network practically doubled; by the end of the decade, it had increased to no less than 7.5 times its previous size. This exponential growth in secondary public schools was reflected in a significant change in the relative importance of public-school enrolment; from an almost marginal 17% in 1960, by the end of the decade it represented 35% of all enrolment. The preeminent role of the public sector went far beyond technocratic modernisation and implied a revolutionary political change, as the subsidiarity of the State in favour of the Catholic Church had been the key principle of the francoist education policy since the civil war. This radical rectification opened the door to other radical ideological changes. Within the framework of the international modernising discourse, the old ultra-Catholic and imperial references lost weight in favour of a new educational discourse based on equal opportunities, selection by aptitude, teacher professionalization and social mobility. This process of change had the paradoxical result that the dictatorship eventually introduced an ambitious comprehensive reform in 1970.

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## A2 07.2: Teaching and Society (5)

Session Chair: **Branko Šuštar**, Slovenian School Museum

*Keywords:* Blackboard, Eye-teaching, Object teaching, Sunday schools, Frontier era

### **“Speak Loud to the Eye!” The Blackboard and ‘Eye-teaching’ in 19th-century American Sunday Schools**

Luana Salvarani

Università di Parma, Italy

Among the various educational experiences which accompanied the political construction of the United States and the consolidation of American identity, Sunday Schools were one of the most influential, especially in rural areas, in the new towns built following the westward expansion, and everywhere daily schooling was either unaffordable or not compatible



with agricultural and cattle work. Moreover, with its straightforward religious messages and its outspoken proposal of moral rules, this way of schooling was accepted even where organised schooling was seen as an undue hindrance to self-determination and the liberal principles identifying the new nation. For all these reasons, US Sunday Schools developed a set of peculiar didactic tools, adapted to the context and quite different from the rote-learning, book-based methods well established in European and British Sunday Schools. The most abundant sources about such pedagogy and practices are the numerous treatises and guidebooks for teachers generally written by school superintendents, teachers and pastors, mainly in the late Frontier era (between the end of the Civil War in 1865 and the admission to statehood of Arizona and New Mexico in 1912). This literature gives abundant evidence of the central role attributed to tools such as the blackboard for the so-called «eye-teaching», a peculiar visual pedagogy adapted to the practical needs of schools where books and paper were often scarce or non-existent, and to the cultural needs of a mentality which perceived itself as built on immediate persuasion, self-evidence and assertiveness. A simple rendition of concepts through graphics, Bible-inspired allegories and careful disposition of words in bold characters were the most common instruments of “eye-teaching”, but more refined techniques as landscape and cartography were deemed necessary to reach the educational and religious aims of Sunday Schools. In the urban and Common school contexts, the Pestalozzian tradition had prompted in the United States the development of “object teaching”, with a series of articles on the *American Journal of Education* (published as a book in 1860) by Henry Barnard, the first United States Commissioner of Education and one of the most influential educationalists of his time, and Norman Allison Calkins’ *Manual of Object Teaching* (1861), dedicated “to the teachers of New York City”. Such development influenced, in its turn, European didactics (the methods were already described as ‘*dus au sens pratique des Américains*’ by Platrier, in Buisson’s *Dictionnaire de pédagogie*, 1887). This cultural background must be acknowledged but can explain only very partially the visual pedagogy practices of the Sunday School world, whose authors were eager to describe as hands-on techniques born in the classroom and merely as means to the spiritual salvation of pupils. Through the reading of reflections and the analysis of some examples from the Sunday School literature on eye-teaching, this paper aims at sketching the role of the blackboard as a core object in Sunday School pedagogy and its ability to become the representation of a distinctive cultural identity and the place of development of “Americanness” as it was built and perceived at the threshold of the Progressive Era.

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*Keywords:* College students in the United States, Alcohol, Social Science, Higher Education, Gender

### **Measuring Binging: Social Science Technologies and the Crisis of College Student Drinking in the United States, 1950-2000**

Michael Stephen Hevel

University of Arkansas, United States of America

This paper explores the relationship between the developments in social science technologies and perceptions of college student drinking in the United States from 1950 and 2000. In particular, this paper illustrates how changes in survey

methods, statistical analyses, and definitions of problematic drinking contributed to increased concerns about college students' alcohol use in the late 20<sup>th</sup> century. The paper engages the ISCHE's conference sub theme of technology and the body as it reveals that relatively stable patterns of college student drinking nonetheless resulted in growing public alarm. This paper primarily relies on major published studies of college student alcohol use (e.g., Johnston, 1973; Straus & Bacon, 1953; Weschsler, 2000). An analysis of national studies of college students' alcohol use published since 1950 reveal changes and continuities in the proportion of student drinkers, gender differences, frequency of alcohol consumption, and the resulting negative consequences. My initial analysis finds that a majority of college students have long chosen to drink (75-85%), a sizable minority (15-25%) of college students abstained from alcohol, and college women have, over time, closed the drinking gap with college men. A close review of these studies also reveals that public health researchers have drastically expanded the classifications for problematic drinking over time, capturing a greater proportion of college students in the most troubling categories without major changes in drinking practices on campus. That is, today's definition of binge drinking is a much lower threshold of problematic drinking than that articulated by earlier generations of alcohol researchers, perhaps helping to contribute to the perception of a crisis on campus. This paper provides historical perspective to contemporary concerns about college student drinking while also contributing to and building upon the historiography of higher education and the historiography of alcohol. Historians have largely ignored college student drinking. Within the historiography of higher education, studies of single institutions ("institutional histories") might include incidents of students' alcohol-related misbehavior that enliven the monographs (e.g., Shaw, 1920; Wertnerbacker, 1946). Broader histories of higher education pay only marginally more attention to student drinking. Such histories may regard drinking as a minor discipline problem (e.g., Leslie, 1992), note a rise in drinking during one time period without considering earlier patterns (e.g., Fass, 1977; Horowitz, 1987), or associate excessive drinking with students' characteristics (e.g., younger students in comparison to "nontraditional" students) or a specific feature of the extracurriculum (e.g., fraternity members in comparison to independents) (Axtell, 1974; Syrett, 2009). Within histories of alcohol use and temperance reform, college students, when mentioned at all, are usually considered statically, with no differences among students. This has resulted in a seemingly contradictory literature. For example, several historians have considered college men to be heavy drinkers in the decades before the Civil War (e.g., Rorabaugh, 1979; Stott, 2009), the same period that other historians find them drawn to the temperance movement (e.g., Blocker, 1989; Huehner, 1979). In sum, this paper adds to the historiography of college student drinking while also providing important historical perspective to a contemporary concern in the United States.

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*Keywords:* Educational Research, Curriculum, Benjamin Bloom, Ralph Tyler, Geography of Science, **Creating Curriculum Facilitators. American Experts and Students from Developing Countries at a Six-Week Seminar on Curriculum Development in Sweden 1971**

Christian Lundahl<sup>1</sup>, Joakim Landahl<sup>2</sup>, Martin Lawn<sup>3</sup>

<sup>1</sup>Orebro university, Sweden; <sup>2</sup>Stockholm university, Sweden; <sup>3</sup>University of Edinburgh, UK

In the 1960s Benjamin Bloom appeared as a strong advocate for the need for radical curriculum reform. In a paper originally written in 1968 called “the Role of Educational Sciences in Curriculum Development” he distinguished between two forms of curriculum change. One was partial and piecemeal change leading up to slight modifications of the curriculum. The second form was about fundamental change, “so fundamental that few of the present teachers can teach it without further training.” The second form, which Bloom was an advocate of, gave experts a prominent position as trainers. Furthermore, it harmonised with a world in which many countries, due to the process of decolonization, were in occupied with the remaking of their national curricula.

In 1971 a temporary physical platform for such experts was created in the form of a seminar, “The international seminar for advanced training in curriculum development and innovation”, arranged in the Swedish small town of Gränna. The meeting, initiated and organized by Bloom, lasted for six weeks, and was described as an advanced seminar, a training academy, and a capacity building event, for national curriculum experts, policy makers and coordinators. It was a new field, but at the very moment of its inception it was organised for maximum international effect. Teams of four to six people from twenty 23 countries, mainly from the developing world, were tutored by Bloom, Tyler and Goodlad, among others, in an intensive course. Bloom’s plan was that they would constitute a network of national curriculum centres. As Torsten Husén, one of the organisers, stated, its intention was “to make the whole world into a laboratory for curriculum systems.” Since the Gränna seminar was a site in which educational research was presented, it worked as a kind of space for the dissemination of curricular ideas. Theoretically we draw inspiration from works in the sociology, history and geography of science that has revealed the importance of tools and procedures, training and exchange processes, and sites of production and publication (Wagner and Wittrock 1993; Livingstone 2003; Mayhew & Withers, 2018). Work in transnational history has focused on the role of mediators or connectors, cross national operations whether through individuals and non-state actors, having something in common (Iriye 2013). Using these hybrid or blended approaches, our interest in the way that a meeting of experts, at this time and place, can be treated as a complex and ambitious change in education, or rather in curriculum development. Four archives have been consulted: the IEA archives available at Hoover institution and Stockholm university; Torsten Husén’s personal archive and the archive of one of the funders: Sida (the Swedish International Development Cooperation Agency). In addition, newspapers (mainly from Sweden) have been used. The IEA and Husén archives shed light on the process of arranging the seminar. The Sida and newspaper sources tell instead about the reception.

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*Keywords:* History of the primary teaching profession, Primary school, International Conferences on Public Education, International Bureau of Education, UNESCO

**Between professionalization and control of subjectivities: primary education in the International Conferences on Public Education IBE/UNESCO (1946-1969)**

*Entre a Profissionalização e o Controle Das Subjetividades: o Magistério Primário Nas Conferências Internacionais de Instrução Pública do BIE/UNESCO (1946-1969)*

Marina Mendes da Costa<sup>1</sup>, Rita de Cassia Gallego<sup>2</sup>

<sup>1</sup>University of São Paulo, Brazil; <sup>2</sup>University of São Paulo, Brazil

*Abstract (in English):*

This paper discusses the results of the research, which integrates a larger study: “Knowledge and practices in frontiers: toward a transnational History of Education (1810-...)” (FAPESP 2018/26699-4), which brings together researchers from various national and international institutions, and has sought to understand the historical processes of circulation of ideas and knowledge in a transnational perspective of the history of education. In this sense, the present research analyzed the representations, understood in the sense of Chartier (1991), about the practices and the career of the primary teaching profession found in the recommendations of the International Conferences on Public Education (ICPE) promoted by the International Bureau of Education (IBE) and the United Nations Educational, Scientific and Cultural Organization (UNESCO), between 1946 and 1969. The time frame refers to the period when the IBE conferences were jointly convened with UNESCO (1946) and the year when the IBE became an integral part of UNESCO (1969). The post-war context to which the study corresponds is potential for the analysis of the representations of the teaching work, since, as Lawn (2000) emphasizes, it is a time of reconstruction of the educational project and, therefore, of the reformulation of teachers’ identities. At this juncture, the ICPEs occurred as a way for governments to report the advances and strategies related to education, besides being a common forum of goals for public education (HOFSTETTER & SCHNEUWLY, 2020). In the recommendations elaborated in the conferences, we can perceive a series of representations about the school and the teacher: pedagogical practices; initial and continuing education; working conditions; and even about what would be the profile and the appropriate vocation for the teaching profession. The analysis of the research sources considered the perspective of transnational history of education (ROLDÁN & FUCHS, 2021), to the extent that the knowledge and representations produced by the ICPE recommendations circulated widely throughout the member countries of the IBE. In a context of intense demands for educational reforms and new work requirements for primary teachers, the study of the sources allowed us to understand an intense movement of circulation of representations about primary teaching, which despite being based on a scientific theorization about teaching, represent teaching considering also subjective aspects of the primary teacher, such as his or her morals and personality. Therefore, it indicates a movement that also sought to control the subjectivity of the teaching staff, aiming at the incorporation of scientific knowledge into the teaching practice. We can see how the process of teacher professionalization had global indicators embodied in the recommendations of ICPE (XAVIER, 2010). However, such indications did not fail to make reference to the need for control and attention to the subjective dimensions of teaching. Considering the emphasis given not only on the knowledge needed for practice, but also on how teachers would incorporate this knowledge, we can analyze this process within a historical movement of rationalization of the teaching work.

*Abstract (in Language of Presentation) :*

Esta comunicação discute os resultados da pesquisa, a qual integra um estudo de maior escopo: “Saberes e práticas em fronteiras: por uma história transnacional da educação (1810-...)” (FAPESP 2018/26699-4), o qual reúne pesquisadores de diversas instituições nacionais e internacionais, e tem buscado compreender os processos históricos de circulação de ideias e saberes em uma perspectiva transnacional da história da educação. Nesse sentido, a presente investigação analisou as representações, entendidas na acepção de Chartier (1991), sobre as práticas e a carreira do magistério primário encontradas nas recomendações das Conferências Internacionais de Instrução Pública (CIIP) promovidas pelo Bureau Internacional de Educação (BIE) e a Organização das Nações Unidas para a Educação, a Ciência e a Cultura (UNESCO), no período de 1946 a 1969. O marco temporal refere-se ao período em que as conferências do BIE passam a ser convocadas em conjunto com a UNESCO (1946) e o ano em que o BIE torna-se parte integrante da UNESCO (1969). O contexto do pós-guerra ao qual corresponde o estudo desenvolvido é potencial para a análise das representações do trabalho docente, pois, conforme sublinha Lawn (2000), trata-se de um momento de reconstrução do projeto educativo, e, portanto, da reformulação das identidades dos professores. Nessa conjuntura, as CIIP ocorreram como forma dos governos relatarem os avanços e as estratégias relacionadas à educação, além de ser um fórum comum de metas para a educação pública (SCHNEUWLY & HOFSTETTER, 2020). Nas recomendações elaboradas nas conferências podemos perceber uma série de representações sobre a escola e o professor: práticas pedagógicas; formação inicial e continuada; condições de trabalho; e até mesmo sobre qual seria o perfil e a vocação adequada para o exercício da profissão docente. A análise das fontes da pesquisa considerou a perspectiva de história transnacional da educação (ROLDÁN & FUCHS, 2021), na medida em que os saberes e as representações produzidas pelas recomendações das CIIP circularam amplamente pelos países mem-



bros do BIE. Em um marco de intensas demandas por reformas educacionais e novas exigências de trabalho para os professores primários, o estudo das fontes permitiu compreender um movimento intenso de circulação de representações sobre o magistério primário, que apesar de se fundamentar em uma teorização científica sobre o ensino, representam a docência considerando também aspectos subjetivos do professor primário, como sua moral e sua personalidade. Indicando, portanto, um movimento que buscava também o controle das subjetividades do magistério objetivando a incorporação dos saberes indicados como científicos para a prática de ensino. Podemos perceber como o processo profissionalização docente teve indicadores globais consubstanciados nas recomendações das CIIP (XAVIER, 2010). No entanto, tais indicações não deixaram de fazer referência a necessidade de controle e atenção às dimensões subjetivas da docência. Considerando a ênfase dada não apenas no conhecimento necessário para a prática, mas também em como os professores iriam incorporar este saber, podemos analisar este processo dentro de um movimento histórico de racionalização do trabalho docente.

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### **A2 07.3: PREFORMED PANEL**

#### **Individuals, Childhood and Gender in Nature and Society. Their Complex Relations and Representations in Spanish and Portuguese Textbooks (1970-1990)**

*Keywords:* Nature, Society, School Textbooks, Spain, Portugal

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

*Discussant:* **Joaquim António de Sousa Pintassilgo** (University of Lisbon)

This panel brings together some of the results of the research project entitled «Individual, nature and society: study of their relations and representations in the school textbooks of Spain and Portugal in the last third of the 20th century», funded by the Spanish Ministry of Science and Innovation and involving researchers from the Universities of La Laguna, Las Palmas, Seville, Murcia, Complutense de Madrid, Lisbon, Nova de Lisboa and UNED. Spain and Portugal went through parallel periods of change and modernisation at the end of their long dictatorships and during the processes of transition and democratic consolidation, which had profound repercussions on their education systems and school curricula. The project aims to make a comparative approach to the way in which the relationship between the environment and nature and other categories such as the economy, work or gender were transmitted through the school in both countries at that time. These aspects became particularly important as a result of the common developmentalist policies that had been in place since the 1960s in both Spain and Portugal. The main research sources of the project are school textbooks, as well as the legislative provisions that affected the school curriculum. It is also intended to analyse the role played by other educational agencies and sources such as non-formal education, television or cinema, although the papers included in this panel focus exclusively on the analysis of school textbooks, both for upper primary education in Spain and Portugal (10-14 years of age) or upper secondary education in Spain (15-18 years of age). In all cases, school textbooks are approached as verbo-iconic materials, which is why methodological research tools such as critical discourse analysis and image analysis are used. We highlight the interest in the study of school texts in Natural Sciences (although these papers do not only analyse texts in this subject), traditionally less addressed by manualistic research.

Mahamud and Hernández-Laina study textbook representations of childhood in two different environments, nature and urban social contexts, especially taking into account the growing importance of the city to the detriment of the rural world in the 1960s in Spain, extracting categories of representation that move away from an idyllic vision of childhood. Also for the case of Spain, Ana Badanelli investigates how the different ways in which men and women relate to the natural world around them are represented in secondary school texts in the 1970s and 1980s. María José Martínez and José Pedro Marín study natural sciences textbooks for upper secondary education (BUP) in the light of the provisions of the 1970 General Education Act, an important law that modernised the Spanish education system during the last years of Franco's regime. In their work, they show how different publishers made different interpretations of the regulations

that structured the curriculum. For the Portuguese case, Raquel Pereira Henriques not only analyses how after the Portuguese democratic revolution the subject of the relationship between humans and nature burst into Portuguese social science textbooks, but also how these new contents were accompanied by innovative didactic approaches that included the experiences and personal work of students, research work, the explanation of concepts and other strategies of interaction with students and the environment.

The project in which these papers are included is still in its initial stages, and comparative aspects of the Spanish and Portuguese cases need to be explored in greater depth. This comparative approach will be possible as research into particular cases such as those presented here progresses.

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#### *Presentations of the Panel*

### **Childhood, Nature and Society in Spanish Textbooks from Late Francoism and Transition to Democracy (1960-1982)**

**Kira Mahamud-Angulo, Yovana Hernández-Laina**

UNED

Spanish textbooks can be classified into first- and second-generation textbooks after the turning point marked by the 1970 Education Act. Although the law was enacted under the dictatorship, the social and economic changes taking place during the years prior to and during the transition to democracy began to be reflected and represented in the new textbooks. As they move away from political and ideological exaltation and incorporate new elements such as women’s work and international organisations, we ask ourselves to what extent and in what way the representation of childhood, particularly in relation to nature and society, gradually evolved. Are children portrayed as observers and passive subjects of their parents and authorities? When do textbooks begin to portray children as active subjects and actors in nature and society? What relationship between childhood and its two living environments is established in textbooks? In the context of economic development with numerous children in the hands of sordid Francoist institutions such as *Auxilio Social* (1936-1976), and the teachings of the Catholic Church, we focus on what textbooks taught children about childhood, and about their own place and role in nature and society. Textbooks, in this sense, contribute to the construction of subjectivities, perceptions and relationships with environments. In order to embrace the different perspectives on the view of nature and society, and the place and role of childhood in them, school textbooks on religion, social and natural sciences and reading books are analysed. We focus on the textbooks of the courses corresponding to the ages between 12 and 14, corresponding to the basic general education in the Franco regime and that later constituted part of the compulsory secondary education in the 1990 Education Act (LOGSE). Images and texts are analysed, identifying categories of representation of childhood in two different environments, and detecting differences between the images of childhood in nature and in urban social contexts. The growing importance of the city to the detriment of the rural world since the Spanish economic development of the 1960s is one of the findings of the study together with a non-idealized image of childhood. The methodology involves the dissection of textbooks into textual units, the classification of representations into categories and the critical analysis of the discourse on childhood in a changing society in transition to a young democracy. How do textbooks begin to incorporate new socio-political concepts to describe new realities that also affect and include children?

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## Social Studies – the Relationship with the Natural Environment in School Textbooks for Portuguese Preparatory Education (1975-1986)

*Estudos Sociais – a Relação com o Meio Natural em Manuais para o Ensino Preparatório Português (1975-1986)*

Raquel Pereira Henriques

Universidade Nova de Lisboa

After the Portuguese democratic revolution new curricula for preparatory education were created for the 1975-1976 school year. The curriculum was divided into two areas, a Communication Area and an Experience Area. The students in the 1st year of preparatory education (10-11 years old) would have Social Studies and the students in the 2nd year (11-12 years old) would have History of Portugal. These two subjects, Social Studies and History of Portugal, were integrated in the «Experience Area». In the introduction to the Social Studies syllabus it is specified that one of the reasons for the reformulation of the curricula was the need to conceive «the school more as an agent of transformation than as a means of transmission of knowledge» (*Programas...*, 1975: 5). Flexible programmes were promoted that were adequate to the locality, but also to the personal rhythms of learning and methodologies that favoured the «development of the capacities of analysis and synthesis and the stimulus of creativity, free criticism, sense of responsibility and capacity of group integration» (*ibidem*). A school textbook was not recommended, as it was considered to be a very limited resource. The organisation of work dossiers on the themes of the syllabus was proposed, and it was said that teachers would be provided with «a support and documentation booklet» (*Idem*: 127). The preferred resources were maps, scales, statistics, newspapers, magazines, books, dictionaries, chronologies and iconography (Henriques, 2010, Vol. 2: 127-129). In 1976 a school textbook was published, but when the subject underwent readaptations in 1980, for themes that contemplated also contents from History, Physical and Human Geography, Economics, Health and Law, the number of school textbooks increased. Thus, the eleven textbooks we propose to analyse cover the first proposal of the syllabus, dated 1975, but also the second proposal, which was legislated in 1980. They were published between 1976 and 1986.

The teaching of the themes was flexible, some of them focusing on the relations between «man and nature». Not being innovative, this approach was reinforced and it is our aim to see how in the textbooks the concerns with geographical constraints, the relations of the human being with the territory, the ways in which the landscapes were transformed, the dependence on natural resources, the means of production, the processing industries and energies used, as well as the effects of pollution, appear. We also want to analyse how other living beings are presented and also how attempts are made to educate about the need to take care of oneself. These textbooks also include a very diverse documentary base, including maps, texts from newspapers, literature and specialised research, graphics, engravings, many photographs and many drawings. Another innovative aspect is the attempt to involve students with work suggestions that imply some research, the construction of a personal narrative, description of images, explanation of concepts. In other words, there is a constant interaction with students, referring to what was discussed in class but also to what was observed in the surroundings, involving the family or the community.

### *Paper Abstract (in Language of Presentation):*

Depois da revolução democrática portuguesa surgiram novos *Programas do ensino preparatório* para o ano letivo de 1975-1976. O plano curricular dividia-se em duas áreas, uma *área de comunicação* e uma *área de experiência*. Os alunos do 1º ano do ensino preparatório (com 10-11 anos de idade) teriam a disciplina de *Estudos Sociais* e os do 2º ano (com 11-12 anos de idade) teriam a disciplina de *História de Portugal*. Estas duas disciplinas, Estudos Sociais e História de Portugal integravam-se na “Área de Experiência”. Na introdução ao programa da disciplina de Estudos Sociais especifica-se que uma das razões para a reformulação dos currículos foi a necessidade de conceber “a escola mais como agente de transformação do que como meio de transmissão de conhecimentos” (*Programas...*, 1975: 5). Promoviam-se programas flexíveis que se adequassem à localidade, mas, também, aos ritmos pessoais de aprendizagem e metodologias que privilegiassem o “desenvolvimento das capacidades de análise e de síntese e ao estímulo de criatividade, da livre crítica, do sentido de responsabilidade e da capacidade de integração em grupo” (*ibidem*). Desaconselhava-se um manual, recurso considerado muito limitativo. Propunha-se a organização de dossiers de trabalho sobre os temas do programa, e dizia-se que para os professores seria feito “um caderno de apoio e documentação” (*Idem*: 127). Como recursos preferenciais referiam-se mapas, escalas, estatísticas, jornais, revistas, livros, dicionários, cronologias e iconografia (Henriques, 2010, Vol. 2: 127-129). Em 1976 foi publicado um manual, mas quando a disciplina sofreu readaptações, no ano de 1980, para temas que contemplavam, de igual modo, conteúdos de História, Geografia Física e Humana, Economia, Saúde e Direito, o número de manuais ampliou-se. Deste modo, os onze manuais que propomos analisar cobrem a primeira proposta do programa, datada de 1975 mas, também, a segunda proposta, que foi legislada em 1980, logo foram editados entre 1976 e 1986.

A leccionação dos temas era flexível, havendo os que se centravam numa abordagem das relações entre “o homem e a natureza”. Não sendo inovadora, esta abordagem foi reforçada e é nosso objetivo ver como nos manuais surgem as preocupações com os condicionalismos geográficos, as relações do ser humano com o território, as formas como se transformaram as paisagens, a dependência dos recursos naturais, os meios de produção, as indústrias transformadoras e energias

utilizadas, bem como os efeitos da poluição. Pretendemos também analisar a forma como outros seres vivos são apresentados e, ainda, de que modo se tenta educar para a necessidade de cuidar de si próprio. Estes manuais incluem ainda uma base documental muito diversificada entre mapas, textos jornalísticos, literários e de investigações especializadas, gráficos, gravuras, muitas fotografias, bastantes desenhos. Destaca-se ainda um outro aspeto inovador, tentando envolver os alunos com sugestões de trabalho que implicam alguma investigação, a construção de uma narrativa pessoal, a descrição de imagens, a explicação de conceitos. Ou seja, há uma interação constante com os alunos, remetendo para o que era discutido nas aulas mas, também, para o que era observado em redor, envolvendo a família ou a comunidade.

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### **The Relationship between Gender and Nature in Social and Natural Sciences Secondary School Textbooks, Spain 1970-1990**

*Las Relaciones entre Género y Naturaleza en los Textos Escolares de Ciencias Sociales y Naturales de Educación Secundaria, España 1970-1990*

**Ana Badanelli Rubio**

UNED

Gender, understood as a symbolic construction that contains the set of attributes imposed on individuals based on the interpretation of psychophysical differences shaped by historical and cultural processes (Lagarde, 2001), is a key element in understanding how we interpret and take action on what surrounds us. Each culture defines, establishes, shapes and gives meaning to a set of ideas, beliefs and values about the meaning of being a man and being a woman, delimiting the behaviours, characteristics and even the thoughts and emotions that are appropriate for each human being, based on a network of stereotypes or consensual ideas. The school textbook has been the main didactic resource used in formal education, and, in this paper, it is considered as a socialising instrument with relevant power in the transmission and configuration of a social culture. Men and women do not have the same experiences of what surrounds them, as their identities are constructed on the basis of the assignment of gender in a personal and cultural process. The aim of this paper is to apply this gender variable in relation to nature in the analysis of school texts in order to identify the representation of the ways in which men and women relate to the natural world around them and to find out the existing differences contained in these school devices. With this analysis we want to reflect on whether these relationships are part of the mechanisms of domination and how they affect the relationships with the environment they perceive, in short, with space and nature.

For this purpose, a sample of school textbooks dealing with Social and Natural Sciences, published from 1970 to 1990, is analysed. The period runs between the publication of the 1970 Education Reform Law, which favoured, among other things, the appearance of the first textbook publishers considered «modern», and the Law on the General Organisation of the Education System (LOGSE), which was published in 1990. This period includes the so-called Spanish Transition, a period in which the authoritarian State was transformed into a democratic one and, at the same time, a rigidly centralised State was dismantled to give way to another model of decentralised territorial organisation. The selection of the textbooks was based on previously established criteria, including the fact that they belonged to the secondary school level and that they were published by the main publishing houses, taking into account the number of editions in order for the sample to be representative. The paper is developed using the methodology of textbook analysis, understanding textbooks as verbo-iconic material. Therefore, the methodology used is qualitative, using critical discourse analysis and image analysis as instruments. Attention is also paid to intratextual coherence or incoherence -within each document- or intertextual coherence -between different textbooks.

#### *Paper Abstract (in Language of Presentation):*

El género, entendido como una construcción simbólica que contiene el conjunto de atributos impuestos a las personas a partir de la interpretación de unas diferencias psicofísicas moldeadas por procesos históricos y culturales (Lagarde, 2001), es un elemento clave para entender cómo interpretamos y ejercemos la acción sobre lo que nos rodea. Cada cultura define, establece, da forma y sentido a un conjunto de ideas, creencias y valoraciones sobre el significado que tiene el ser hombre y el ser mujer, delimitando los comportamientos, las características e incluso los pensamientos y emociones que son adecuados para cada ser humano, con base en una red de estereotipos o ideas consensuadas. El manual escolar ha sido el principal recurso didáctico utilizado en la educación formal, y, en este trabajo se considera como un instrumento socializador con poder relevante en la transmisión y configuración de una cultura social. Hombres y mujeres no experimentan las mismas vivencias respecto de lo que les rodea, pues sus identidades están construidas sobre la base de la



asignación del género en un proceso personal y cultural. Este trabajo tiene como objetivo aplicar esta variable de género en relación con la naturaleza en el análisis de los textos escolares, para identificar la representación de los modos en los que el varón y la mujer se relacionan con el mundo natural que les rodea y para conocer las diferencias existentes contenidas en estos dispositivos escolares. Con este análisis queremos reflexionar sobre si estas relaciones forman parte de los mecanismos de dominación y cómo afectan a las relaciones con el entorno que perciben, en definitiva, con el espacio y la naturaleza.

Para ello se analiza una muestra de manuales escolares que abordan las Ciencias Sociales y Naturales, editados desde 1970 hasta 1990. El periodo discurre entre la publicación de la Ley de Reforma Educativa de 1970, que favoreció, entre otras cosas, la aparición de las primeras editoriales de libros de texto consideradas “modernas”, y la Ley de Ordenación General del Sistema Educativo (LOGSE), que se publica en 1990. Esta época comprende la denominada Transición española, periodo en el que se produce la transformación del Estado autoritario en otro democrático y, al mismo tiempo, se lleva a cabo el desmantelamiento de un Estado rígidamente centralizado para dar lugar a otro modelo de organización territorial descentralizada. La selección de los manuales ha respondido a criterios previamente establecidos, entre los que destacan su pertenencia al nivel de secundaria, o el hecho de que fueran publicados por las principales casas editoriales, teniéndose en cuenta el número de ediciones con el fin de que la muestra sea representativa. El trabajo se desarrolla con la metodología propia del análisis de los manuales escolares, entendiendo a estos como un material verbo-icónico. Por tanto, la metodología utilizada es de corte cualitativo, usando como instrumento el análisis crítico del discurso y el análisis de imágenes. Se atiende también a las coherencias o incoherencias intratextuales -dentro de cada documento- o intertextuales -entre diferentes libros de texto.

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## **Natural Sciences Curriculum and Spanish Upper Secondary School Textbooks (1970-1990)**

*Curriculum de Ciencias Naturales y Libros de Texto de Bachillerato en España (1970-1990)*

**Jose Pedro Marín<sup>1</sup>, María José Martínez Ruiz-Funes<sup>2</sup>**

<sup>1</sup>Universidad Complutense de Madrid, <sup>2</sup>Universidad de Murcia

The curriculum is determined by a social, political and cultural framework. Within it we can find different manifestations depending on the disciplines to be studied. Many authors have published research related to this field. We use, among others, the works of Goodson and Tröhler, who gather evidence about the history of the curriculum and its relationship with the school disciplines. For the development of our research we have focused on the period between 1970 and 1990. These two decades correspond to the General Education Law enacted in Spain in 1970. With regard to the educational level, we studied the three courses corresponding to the Bachillerato Unificado Polivalente (BUP), i.e. the non-compulsory secondary education which had a propaedeutic character for higher education, and we analysed the development of the curriculum in relation to the disciplines of Natural Sciences. The education law dictated that within the BUP courses, Natural Sciences would form part of the common subjects in the area of mathematics and natural sciences: Mathematics, Natural Sciences and Physics and Chemistry. One of the decrees that developed this law, five years later, indicated that the first year would be devoted to all the common subjects, including Natural Sciences; in the third year, Natural Sciences were considered as an extension and were optional. On the other hand, the law determined that the textbooks necessary for the development of the different subjects covered by the education system would be bound by certain regulations. Thus, Decree 2531/1979 established these regulations, and it was from that moment onwards that the lists of the different textbooks authorised for use at each level began to be published in the *Boletín Oficial del Estado* (Official State Gazette). As has been pointed out, we study those textbooks authorised for the subjects of Natural Sciences in the 1st and 3rd courses of BUP. The aim is to show how the different publishers, and even editions within the same publisher and period of time, made different interpretations of the regulations that structured the curriculum. The syllabuses laid down by law are developed in textbooks depending on the social, political and cultural framework. In this case, we will try to identify continuities and changes reflected in them.

*Paper Abstract (in Language of Presentation):*

El curriculum viene determinado por un marco social, político y cultural. Dentro del mismo podemos encontrar distintas manifestaciones en función de las disciplinas a estudiar. Han sido muchos los autores que han publicado investigaciones relacionadas con este campo. Utilizamos, entre otros, los trabajos de Goodson y Tröhler, que recogen evidencias

acerca de la historia del curriculum y su relación con las disciplinas. Para el desarrollo de la investigación nos hemos centrado en el periodo comprendido entre 1970 y 1990. Estas dos décadas se corresponden con la vigencia de la Ley General de Educación promulgada en España en 1970. En cuanto al nivel educativo, estudiamos los tres cursos correspondientes al Bachillerato Unificado Polivalente (BUP), es decir, la enseñanza secundaria no obligatoria que tenía carácter propedéutico para la enseñanza superior, y analizamos cuál fue el desarrollo de ese curriculum en relación con las disciplinas de Ciencias Naturales. La ley de educación dictaba que dentro de los estudios del BUP las Ciencias Naturales formarían parte de las materias comunes en el área de ciencias matemáticas y de la naturaleza: Matemáticas, Ciencias Naturales y Física y Química. Uno de los decretos que desarrolló dicha ley, cinco años después, indicaba que el primer curso se dedicaría a todas las materias comunes, entre ellas las Ciencias Naturales; en el tercer curso las Ciencias Naturales se contemplaban como ampliación y tenían carácter optativo. Por otro lado, la ley determinaba que los libros de texto necesarios para el desarrollo de las distintas enseñanzas que contemplaba el sistema educativo estarían sujetos a determinadas normativas. Así, el Decreto 2531/1979 estableció dichas normas, y es a partir de ese momento que comenzaron a publicarse en el *Boletín Oficial del Estado* las relaciones de los distintos libros de texto autorizados para su uso en cada uno de los niveles. Como se ha apuntado, estudiamos aquellos textos autorizados para las materias de Ciencias Naturales de 1º y 3º curso de BUP. Se trata de poner de manifiesto cómo las distintas editoriales, e incluso ediciones dentro de la misma editorial y periodo de tiempo, realizaban interpretaciones diferentes de la normativa que estructuraba el curriculum. Los temarios marcados por la ley se desarrollan en los libros de texto dependiendo del marco social, político y cultural. En el caso que nos ocupa trataremos de identificar continuidades y cambios que se reflejan en los mismos.

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### A4 07.1: PREFORMED PANEL

#### **Access and Equality Through Science And Numbers? Rationalized Strategies For Expanding Female Secondary and Post-Secondary Education**

*Keywords:* women's history, secondary and post-secondary education, rationalization, educationalization, masculinist hegemony

*Chair:* **Stephanie Fox** (University of Vienna)

*Discussan:* **Lukas Boser Hofmann** (University of Applied Sciences and Arts, Northwestern Switzerland)

Secondary and post-secondary schooling in modern nation-states such as Sweden, Germany, and the United States were traditionally oriented towards the education of boys. Formal education for girls and women was only gradually expanded and often shaped for the differentiated female sex, her perceived needs and virtues, leaving women at a political, social, and economic disadvantage. This panel is interested in the rationalized strategies women's activists, female teachers, journalists, and politicians employed to navigate prevailing gender norms and structures in institutionalized education. Our focal point concerns how these actors' attempted to legitimize their demands for access and equality in education through the use of technologies for 'objective' knowledge production and communication.

The predominant hegemony of the modern nation-state can be framed as masculine coded. According to this view, modern state power systemically upholds a gendered dichotomy and constructs a hierarchy which benefits the masculine, effectively impeding women from attaining influential positions (Kreisky & Löffler, 2009). Dichotomous gendered thinking permeated the interpretation system of modern society; gendered notions of masculinity and femininity were applied to all kinds of concepts and practices (Hausen, 1976; Maza, 2017; Scott, 1986), including the structure and expectations of education. Scientific ideals such as rationality and logic were cultivated as masculine, and arguing documented objective truth came to be considered the primary form of accurately and truly explaining nature and society (Daston & Galison, 2007; Jasanoff, 2011). Methods of scientific rationalization, statistical standardization, and categorization thereby became new ways of communicating knowledge, which shaped decision making and governing (Hacking, 2002; Hüntelmann, 2017). For these kinds of scientific truth claims and forms of governance to become broadly accepted, mass schooling served the purpose of unifying and socializing citizens (Westberg, Boser & Brühlwiler, 2019). In this panel, the concept of educa-

tionalization frames actors' employment of scientific technologies and means of rationalization *into* and *for* the educational space. Educationalization concerns the (re)definition of political, economic, societal, or moral issues as educational problems, and the subsequent institutionalization of said problems to be solved within the educational sphere (Depaepe & Smeyers, 2008; Tröhler, 2011). In all four papers, we see scientific methods, content, and language undergo different processes of educationalization in the pursuit of expanding women's access to secondary and post-secondary education.

To gain access not only to spaces of political negotiation but also economic opportunity, middle-class women in the late 19th and early 20th century pushed for the establishment and expansion of girls' secondary schooling by adapting to the dominant logic of the masculinist hegemony (Johansson & Florin, 1991). Post-war era women in Sweden and the United States employed similar logic and scientific studies to contest not with a lack of access to secondary education, but rather with stringent post-secondary educational structures, which complicated their ability to balance educational fulfillment with their economic and domestic roles in society (Eisenmann, 2006). We argue that these cases can all be interpreted as examples of subtle re-negotiations of dominant norms of femininity and rationality through their educationalization (see e.g. Allender & Spencer, 2020). The four papers cover different time periods and national contexts. The first author examines how statistical visualization informed gendered education debate in Sweden and Germany in the 1880s; the second author analyzes how PhD educated women integrated scientific knowledge into secondary girls' education during the early 20th century in Sweden; the third author investigates how Swedish women's activists and politicians negotiated the meaning of 'feminine technical ability' in the 1950s; and the last author explores how scientific research into women's lives was communicated in American newsprint during the 1950s to legitimize the post-secondary educational needs of women.

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### *Presentations of the Panel*

## **Rationalizing Subversiveness: Statistical Visualization In The Legitimization Of Demands To Expand German And Swedish Girls' Secondary Education**

**Sophie Susanna Winkler**

Örebro University

This paper aims to show how statistical visualization informed gendered education debate in the late 1880s in Sweden and Germany. The focus lies not only on overt numbers but also on more subtle expressions and utilization of statistical

thinking (Porter, 1986). With a transnational perspective, this paper analyzes the use of statistics in the case of two initiatives from Germany and Sweden respectively, which intended to investigate and improve girls' secondary education. Focus is put on flows of ideas, strategies, actors, and institutions across nation-state borders (Åkerlund, 2011; Johnsson & Neunsinger, 2007; Saunier, 2013). In 1888, a petition was filed to the Prussian Ministry for Education by a group of women's activists demanding improved academic vocational training for female teachers, and to increase their involvement in public secondary girls' education. While this petition was unsuccessful at the time, apart from sparking a public debate on girls' education, it is considered to be the basis for the Prussian girls' school reform of 1908 (Albisetti, 1988; Schaser, 2020). The interest in girls' schooling was also heightened in Sweden in this period. In 1888 the Swedish Parliament received the report by a committee which had investigated secondary girls' schools since 1885. The Parliament had found this investigation necessary in light of the changed social position of women who had been taking up more positions on the labor market. Even though girls' supposedly feminine nature was still featured prominently, co-education was discussed as an option (Kyle, 1972, Qvist, 1980). The present paper focuses on the fact that both the Prussian petition and the Swedish commission's report feature the use of statistical visualization in the context of supporting arguments and conclusions that aim at changing the current state of girls' secondary education. The use of statistics is framed as a form of aesthetic governing emerging with processes of state-formation and nation-building. It is thus understood as a soft power over decision-making and over the limitations of people's agency (Hacking, 2002; Lundahl, 2016). The underlying hypothesis of this paper is that statistics provides a 'quick language' which enables those proficient in it to communicate in an abbreviated and codified manner about complex issues (Lundahl & Waldow, 2009). Consequently, employing statistics selectively in argumentative or programmatic writings about gendered education can serve to make otherwise non-rationalized arguments legible in the context of bureaucratized nation-state policy-making (Jasanoff, 2011; Nave-Herz, 1994; Scott, 1998). According to this view, for their arguments to be considered legitimate, actors in gendered education debate such as politicians or women's activists and female teachers had to adapt to this style of reasoning. Statistics' soft power can therefore not only have a subjugating and restricting function by consolidating seemingly objective notions of gender characteristics and expectations, but statistical visualization can also be employed as an empowering means to re-negotiate women's limitations of agency by translating subversive ideas about gender into seemingly neutral numbers.

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## **Norms And Transgressions: Women And Scientific Knowledge In Stockholm Secondary Girls' Schools, 1900–1960**

**Rebecka Ingrid Elisabeth Göransdotter**  
Uppsala University

This study examines how PhD educated women integrated alternative notions and ideas about women and science in secondary girls' schools in Stockholm, Sweden (1900–1960). When the first ever generation of PhD women became



teachers and headmistresses at various secondary girls' schools, they expressed new views on women's relationship to rationalized knowledge, which were contradictory to prevalent conceptions of both gender and science (Markusson Winkvist, 2003). Lydia Wahlström, (PhD in History 1889 and Director of Studies at Åhlinska School 1900–1934) wrote in 1904 that she prioritized an academic path for women, not to create a new kind of woman but to “make the already existing female power aware of itself and forge the weapons it needs for its activities” (Florin & Johansson, 1991; Hammar, 2004). New arguments were thus formulated regarding the importance of girls' formal access to knowledge which the prevailing norm considered inappropriate for the female sex. Segments of private secondary education for girls in Stockholm can thereby be seen as an arena for both theoretical and practical negotiations of the image of women and science. Historically, women largely had access to scientific knowledge and its practices only in the margins of the scientific sphere, where what was considered appropriate or deviant within the framework of the masculine and feminine could be contested (Bergwik, 2016; Schiebinger, 1989; Scott, 2010; Watts, 2007b, 2007a, 2021). This is in contrast to the male dominant scientific center, constructed by institutions such as state governed universities, which established methods of producing and practicing science which also informed public secondary education for boys (Wennerholm, 2005). The intersection of education, science, and gender in the margins of an evidently male dominated, masculinist center, sheds new light on the norms and transgressions upheld regarding science and women during this period.

The study explores the notions and ideas about women and science expressed by this particular group of highly educated women. Alongside this, it maps the practices of the women-led secondary girls' schools as depicted in annual reports, schedules, minutes, guest lectures, field trips, and other political and administrative directives. There is potential to see how thoughts become action, but also to identify significant dissonance between ideals and practices. Interestingly, researchers today argue that countries with legal formal equality, such as Sweden, have greater segregation among women and men in mathematics-related fields such as science. Sociological research explains this gender segregation in terms of continuous and deeply rooted gender norms (Breda et al., 2020). Ultimately, I see my study as a potential contribution to deepen our understanding of why women's and men's relationship to scientific knowledge still differs in some aspects.

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## **Women's Technical Abilities In The Trading Zone**

**Sebastian Piepenburg**

Örebro University

This paper is interested in the Swedish debate during the 1950s on women's technical talent, and the work by the *Yrkeskvinnors samarbetsförbund* (Professional Women's Association) to increase the general interest among girls to participate in technical-mathematical education. Although girls were formally given the same access to higher education as boys with the 1927 Higher Education Act, their actual participation in mathematics and technical education remained significantly lower than boys for a long time (Nordström, 1987). The purpose of this paper is twofold: first, it aims to investigate how different actors discussed, interpreted, and defined 'women's technical talent' at a conference organized by the Professional Women's association in 1956; second, it aims to highlight how these actors positioned themselves and the association as they sought to influence the overall debate on inequitable participation in science education.

After World War II, the Swedish Social Democratic government became increasingly interested in democratizing the educational system. The problem of spotting talented students, irrespective of their social and economic background, was a significant task in democratizing and rationalizing secondary and higher education (Lindensjö, 1992). To provide equal opportunity of access to and increased participation in higher education, research about the ‘ability reserve’ was initiated in the mid-1940s. Metaphorically, the problem was presented as a ‘pool of ability’ that could be harnessed to meet the developing society’s need for a scientific workforce (Halsey, 1961). The idea of an ability reserve attracted considerable interest from both class-conscious politicians and technocrats in the growth-oriented bureaucracy (Heidenheimer, 1978). However, girls and women were rarely included and sometimes deliberately excluded from these investigations on the reserves for technical education. In response to this marginalization of women in the discussion about the technical-mathematical ability pool, the Professional Women’s Association organized a conference in 1956 on the theme *Women in the World of Technology*. Its objective was to challenge general prejudices about the differences between masculine and feminine talent types.

Taking inspiration from the sociology of the social sciences and science and technology studies, this paper attempts to analyze ‘the ability reserve’ as a *boundary object* (Star & Griesemer, 1989) that possess the potential to translate a complex academic notion, reached by sophisticated testing and statistical analysis, into something amenable that can provide direction for educational policy or public debate. A boundary object exists in various, intersecting social worlds (e.g., academia and politics) from where the different participants together contribute to the creation of several representations of this object. The conference is viewed as a *trading zone* (Galison, 1997) which enabled an exchange of perspectives and perceptions of feminine ability. Drawing on protocols and media coverage of the conference, as well as minutes from governmental debates and op-eds in newspapers where association members advanced their agenda, this paper will examine the conference as an attempt to challenge and question the gendered construction of the technical-mathematical ability pool.

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### **Rationalizing Education For Women In The 1950s: News Values And Mediation Of Women’s Educational Needs In The New York Times**

**Chelsea Angela Rodriguez**

University of Groningen

This paper aims to explore how research-led efforts to legitimize women’s post-secondary education were communicated in the *New York Times* during the 1950s. Numerous advocates for women’s education and vocational training in the United States, including national women’s organizations, educational foundations, and government committees, employed scientific research to validate their calls for increased participation and adaptation of educational programs for adult women; however, to reach the court of public opinion, their messaging had to pass through the institution of news media. It is meaningful, then, to explore how normative news values and practices impacted the communication of these scientific reports in the *New York Times*, and how the history of women’s education and activism in the 1950s can be understood through a media-centered approach.

American women in the 1950s received mixed messages about their roles and responsibilities in post-war society. On one hand, women were encouraged to embrace domesticity and serve patriotic roles as protectors of the family amidst cold war anxieties; but on the other hand, these very cold war tensions necessitated an expanded force of labor and expertise (and by extension, education) in which women were willing, ready, and encouraged to participate (Eisenmann, 2006). The post-secondary system in the United States, however, was not structured to accommodate these dichotomous roles, leaving many women to face major difficulties in meeting these “new needs which education had created into old social patterns” (Raushenbush, 1979, p. 407 qtd. in Eisenmann, 2006). Women and women’s advocates attempted to adapt the system to their needs by utilizing rationalized research and masculine logic to frame women as individuals seeking personal fulfillment (Kaledin, 1984), efforts which can be understood as part of a process of negotiation within

1950s structures of femininity (Allender & Spencer, 2020). The dissemination of these research reports to the public depended on news outlets such as the *New York Times*, and specifically on journalists who prided themselves on objectivity and fact-based news coverage but were also notably deficient in the translation of research findings for their readers (Watson, 1998; Schudson, 1981). Newspaper coverage of research reports, conferences, and policy efforts by women's advocates will be analyzed to construct a media-centered history of women's post-secondary education during the 1950s. *News values*, referring to the criteria with which journalists construct and present news stories (Ball, 1991), will be used to evaluate coverage of women's education research in the *New York Times*. An exploration into how the logics of news media influenced the logics of other institutions (Hjarvard, 2013), such as post-secondary and vocational education for women, would add a new perspective to understand the historical contours of the 1950s, an often misunderstood era of Women's history and activism (Eisenmann, 2016). What happened to the rationalized efforts to legitimize women's post-secondary education when they entered the mediated space of the newspaper?

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## A6 07.1: SYMPOSIUM

### Concepts, Problems and Joins around Secular and Laic Education in the History of Schooling

#### PART 1

*Keywords:* Secularization, Laic, Transnational, Catholic, State

*Chair:* **Felicitas Acosta** (Universidad Nacional de General Sarmiento)

*Discussant:* **Maria Adelina Arredondo Lopez** (Universidad Autónoma de Morelos)

This symposium builds on the trajectory of the Special Working Group *History of Laic Education: Concepts, Policies and Practices around the World* (ISCHE 2016-2021). It gathers scholars' contributions from different countries that have studied the diversity of processes and conditions that made the transition from a religious to secular or laic education possible. The symposium aims to open a reflection on the issues of secularism by resolutely integrating a transnational dimension. We take secularism as an object of circulation and debate that runs through school systems. Indeed, national education systems' configuration has resulted from nonlinear processes, which accompanied the creation of the modern State, the development of capitalist production and the expansion of urbanization and market economy. The Nation States have assumed the function to educate the citizens and sometimes built an absolute monopoly on formal education in societies. For that purpose, limits between the role of the State and the civil society had to be delimited -chief among them the role of religious instruction. Secularization and laic education have been part of the States empowerment, although with different modalities, degrees, advances, and backward movements and facing diverse adversaries. Against the conflicts aroused by creed or religion, laic education became a principal and a desirable model to the interior of the nations and in international and transnational organizations. In many countries, secularization firstly led to separate public education from Church, secondly, to omit all religious instruction, cults, and symbols in the educational system, and thirdly, in the most radical models, to prohibit, penalize, and forbid any religious contents, pedagogical means, symbols, cults, persons, institutions, and financial or material resources related to any Church or religion in public education in all its grades and levels. This symposium addresses the circulation of secularisation in the countries under Catholic tradition (Argentina, Brazil, Colombia, France, Mexico) between the nineteenth and twentieth century. The papers revolve around the history of laic education, including discussions on terminology and theories, educational philosophy, national systems principles, political and law frames, curriculum changes, educative agencies and subjects fighting for schooling control regarding advances and backwards in laic education. The symposium's overall theme is concepts, problems, and joins around secular and laic education in schooling history. The organizers are Felicitas Acosta (Argentina), Bruno Poucet (France), Adelina Arredondo (Mexico) and consists of three panels, each hosting three or four presentations, a discussant, and a chair: Panel one: problems around defining concepts and explaining how it is possible to build a transnational history on secularization and laic education. Panel two: explores the building of secularism together with educational systems between

the nineteenth and twentieth century through the cases of Argentina, Brazil, Mexico, and Colombia. Panel three: examines the resistance encountered in the implementation of the principle of secularism in the configuration and expansion of educational systems in Mexico and France. All the papers included in the symposium explore archival collections in the different countries mentioned above. The symposium's methodology aims to compare, go beyond the specificities of each country and lead to a transnational perspective on the matter.

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#### *Presentations of the Panel*

### **Defining a New Semantic Field of Secularism? Integrating the Word “Laïcité”, “Laic” and “Laic Education” in French Dictionaries (19th-20th Centuries).**

**Bruno Poucet<sup>1</sup>, Ismaïl Ferhat<sup>2</sup>**

<sup>1</sup>Université de Picardie, <sup>2</sup>Université de Nanterre

“Laïcité”, “laic education” or other words related to this semantic field have a semantic as well as intellectual history. Their use has been quite ancient, as shown through the last SWG session in Porto. Nevertheless, the contemporary meanings of “laïcité”, “laicidad”, “laicidade” or “laic education” – and their evolutions- are more recent. Across Europe- including European colonies, like French Africa- and Latin America, they have been defined, used and officially recognised in the late decades of the 19th and 20th centuries. How and when did “laïcité” and “laic education” enter the dictionaries? This communication, using a first collective work developed in Porto and Örebro, aims at investigating how French and French-speaking dictionaries (France, European French-speaking territories outside France) have progressively integrated and defined “laïcité” and “laic education. Sources: This proposal is based on the exploitation of French dictionaries available Dictionaries (private sector and public sector books included) of the 19th-20th century, from France and French-speaking territories in Europe (in the last case, subject to availability). It will use a statistical approach.

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### **The Trick of the Concept of “Adjustist” Secularism**

**Federico José Alvez Cavanna**

Universidade Estadual do Paraná

This paper aims to discuss the existence and origins of a notion of «conservative secularism» - long used in the Uruguayan educational public debate - as one of the most vital conditioning factors to think about the teaching profession in public



schools, its limits and characteristics. In the discussion of the teaching of «recent history» that developed intensely in Uruguay between 2005 and 2008, one of the arguments most used by the opponents of incorporating this subject into history classes was the possibility that secularism is violated. These speeches made it possible to visualize the existence of a «Uruguayan-style» definition - «adjustist» or «adequationist» as Real de Azúa called it - of the concept of secularism that has its origin in the late 1960s when the concept began to acquire more conservative connotations and to be «used» as part of the supposed «national traditions» that should combat the «Marxist attack» from the framework of the National Security Doctrine. It is from that moment that, abandoning the most typical debates of the secularizing process (State-Church relationship), he enters the arena of more properly political debates and the role of teaching in the context of the Cold War. With particular intensity in the period before the 1973 coup d'état, the concept is debated by various intellectuals in the daily and specialized press, such as in the magazine *La Educación del Pueblo* and *Laicidad*. It has an essential point in its political reconfiguration when in 1973, Guillermo Ritter's essay «Laicism. Its philosophical, political foundation and its current crisis» was published. To analyze the diachronic variation of the use of the concept, which preserves its denotation -and notably its social prestige- but transforms its meaning in the 20th century, the methodological conceptions of Reinhart Koselleck and the history of concepts are used

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## **Why is it Important to Build a Transnational History of Laic Education?**

*Por Qué es Importante Construir una Historia Transnacional de la Educación?*

**Maria Adelina Arredondo Lopez**

Universidad Autónoma del Estado de Morelos

The COVID Pandemic added new challenges to formal education: the displacement of face-to-face teaching, the emergence of new skills, technology and pedagogical means, the further school marginalization of rising sectors of the population, the growing diversification of schoolchildren in multiple forms, the strengthening of localism as well as ecological universalism, among others. There is a pressing need to rebuild, preserve and strengthen a common educative space for the new generations where coexistence among diverse people, respect for human rights and the planet and culture for peace must be more daily practices than theoretical contents. And in this context, referring to the diversity of beliefs and conceptions about the world, more than educational secularism, laicism becomes a fundamental principle of the common pedagogical task. The reevaluation of laicism in education must go through the knowledge of its history, the emergency of conditions, forms, meaning, deployment in a specific historical context, scope, and limitations in concrete realities. As a starting point, I understand by laic education (differently from secular education) the institutionalization of formal education outside any curriculum (contents, methods and media), actors and symbols of any religious nature. From my perspective, the history of laic education entails several simultaneous axes of analysis that are important to consider: political, legal, semantic, epistemological, pedagogical, and anthropological. Unfortunately, we do not have global historiography of the phenomenon. Still, only partial histories adequately refer to a national level, even though the phenomenon is global. Although built within geographic and institutional borders, it obeys transnational, supranational and universal processes in its complexity. In my contribution, I propose to justify the necessity of a collective book that collects the experiences presented in the SWG about laic education. Incidents related to the construction processes and problems of laic education in various nations, contexts and historical moments. Together with this, in my proposal, I will expose methodological ap-

proaches to carry out comparative and synthetic analyses on the historiographical problems that lead to a better understanding of secular and laic education as a global phenomenon, a universal educational principle and indispensable pedagogical practice for learning to respect diversity, human rights, the planet as a standard home, and culture for peace.

*Paper Abstract (in Language of Presentation):*

A los viejos retos que enfrenta la educación formal se añaden los surgidos en el seno de la pandemia 2019, el desplazamiento de la enseñanza presencial, la irrupción de nuevas competencias, tecnología y medios para utilizarse en línea, la marginación escolar de crecientes sectores de la población, la creciente diversificación de las poblaciones escolares en múltiples formas, el fortalecimiento del localismo a la vez que del universalismo ecologista. Hoy más que nunca se hace presente la necesidad de reconstruir, preservar y fortalecer un espacio común de formación para las nuevas generaciones donde la convivencia entre diversos, el respeto a los derechos humanos y la cultura para la paz sean más prácticas cotidianas que contenido teóricos. Y en ese contexto, refiriéndonos a la diversidad de creencias y concepciones sobre el mundo, la laicidad educativa deviene un principio fundamental del quehacer pedagógico común que debe ser ponderado y revalorado. La ponderación de la laicidad educativa no puede quedarse en la discusión teórica, filosófica y pedagógica, sino que pasa necesariamente por el conocimiento de las condiciones de emergencia, la historia de sus formas, sus significados, sus despliegues en contextos históricos específicos, sus alcances y limitaciones en realidades concretas. Como punto de partida me parece importante distinguir semántica, jurídica e históricamente entre educación secular y educación laica, entendiendo por educación laica, la institucionalización de la educación formal ajena a todo currículum (contenidos, métodos y medios), actores y símbolos de carácter religioso. Desde mi perspectiva historiar su emergencia y formas de concreción conlleva varios ejes de análisis simultáneos que es importante considerar: político, jurídico, semántico, epistemológico, pedagógico, antropológico, entre otros. No contamos con una historiografía global del fenómeno, sino apenas con historias parciales, propiamente referidas al ámbito nacional, a pesar de que el fenómeno es global y si bien se construye al interior de fronteras geográficas e institucionales, obedece en su complejidad a procesos transnacionales, supranacionales, universales. En este trabajo propongo justificar el por qué de la necesidad de un libro colectivo que recoja las experiencias vertidas en el Grupo Permanente de Trabajo sobre educación laica. Experiencias relativas a los procesos de construcción de la educación laica de diversos naciones, contextos y momentos históricos. A la vez, en el trabajo que propongo expondré planteamientos metodológicos para poder realizar análisis comparativos y sintéticos sobre el problema historiográfico que conduzca a comprender mejor la educación laica como fenómeno global, y también, como principio educativo universal y práctica pedagógica indispensable para el respeto a la diversidad, a los derechos humanos y la promoción de la cultura para la paz.

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## **A6 07.2: PREFORMED PANEL**

### **A Critical History of Testing, Assessment, and Evaluation**

*Keywords:* testing, assessment, critical history of education, testing formats, standardization

*Chair:* **Till Neuhaus** and **MichaelaVogt** (Bielefeld University)

Testing, assessing, and evaluating seem to be key actions and procedures in schools but also in higher education, at work, and – to an emerging degree – in people's personal lives. For this panel, we differentiate between individual tests and

assessments: Tests can best be conceptualized as measurements of individual aspects, i.e. intelligence, learning progress, or the alike. Some of these aspects can be divided into smaller units (i.e. subsections of intelligence testing), yet the most successful (read as: widely applied) tests were able to reduce complex matters to single results and thereby making them transferable and easily communicable (cf. Zenderland 1998). On the contrary, assessments should be understood as the combination of (to diverging degrees standardized) tests in order to come up with a decision. An example from the education sector: Special Needs Assessment Procedures (SNAPs) can be conceptualized as the combination of different tests (IQ test, observation of a child's personality/traits, medical examination/diagnose etc.) in order to determine whether a deviant child should attend a regular school, requires additional support, or should be transferred to a special(-ized) school (cf. Sauer, Floth & Vogt 2018). Analogous to tests, assessment also combine multiple fuzzy aspects and reduce them to a single recommendation and/or result which can be communicated and is transferable to different settings. In the case of SNAPs, a result generated by a group of experts can be – in the form of a diagnose and/or statement – communicated with local school authorities/actors providing guidelines for future actions (cf. Neuhaus/Vogt 2022 [forthcoming]). Generally speaking, tests as well as assessment are tools to reduce complexity but, as such, are also powerful procedures which influence people's lives to tremendous degrees.

Results of tests and assessment can be questioned, yet what has barely been questioned are the nature, logic, and history of the test or assessment itself. As argued above, tests and assessments are means to reduce complexity by breaking down complex situations to a single finding (i.e. an IQ score, a schooling recommendation, or the alike) which can be communicated with diverging settings and stakeholders. This projected panel's hypothesis is that in these moments of transfer, a tremendous amount of personal, contextual, and situational information is lost as a child is reduced to a single finding or score. It can be argued that this informational loss occurs as the test reduces the plethora of information to what the test deems *important*; in other words: the critical indicators (cf. Coombs 1968; Tröhler 2014). Following this argumentation, importance is first and foremost a moral judgement as importance is constructed in a (goal-oriented) subjective corridor (Peterson/Flanders 2002). An example: While a company may determine productivity and revenue to be most important, the employees may consider working conditions (stress, pay, social aspects etc.) crucial – unsurprisingly, both perspectives would recommend different changes for the organization. Similar claims can be made about educational assessments. Therefore, this panel wants to investigate educational tests and assessments from a historical perspective to determine which implicit and explicit logics, ideas, as well as stakeholders have determined what the test is supposed to do (see critical Bürgi/Tröhler 2017; Vogt/Neuhaus 2021). Our aim is to re-adjust the debate on testing and assessing by interrogating relevant testing/assessment formats from a historical perspective highlighting the – due to moments of reduction and transfer – forgotten presumptions of the respective format. Through historical analysis and critical interrogation, this panel wants to attempt to reconstruct the moments in which *importance* has been determined for different tests and assessment hoping to open the discourse on these formats and to re-vitalize the debate on what tests/assessment should measure.

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## 150 Years of Testing - A Critical Investigation of Morphing Epistemes in Assessment Technologies

Christian Ydesen

Aalborg University

For centuries education has been an arena of contestations between different stakeholders – e.g., students, parents, teachers, school leaders, local authorities, national authorities, edu-businesses, ed-tech businesses and global actors – with different interests and priorities. Testing and assessment have often been particular bones of contention. At the same time, testing and assessment technologies apparently have changed considerably over time from phrenology in the 19<sup>th</sup> century, over IQ-testing in the 20<sup>th</sup> century to more recently gene-learning and neuroscience technologies in the 21<sup>st</sup> century. Whenever testing and assessment technologies have been introduced, they rarely come with a label defining or flagging their assumptions, preconditions and the possibilities and limitations of the vision they offer for the future, i.e., the implications they bear about the ways that education is talked and reasoned about. In other words, their paradigmatic nature is cloaked. In this paper I work from the hypothesis that historical and contemporary testing and assessment technologies somehow relate to the same episteme which centres on the human body, brain and cognitive abilities. The analytical focus will home in on key programs in phrenology, IQ-testing, gene-learning and neuroscience including the transitions from one epistemic manifestation to the next. The ambition is to make visible the movement of an episteme through time/space to see who the main protagonists are, what alliances they form, the capabilities mobilised, and the outcomes at critical moments in time. In other words, the project will be tracing out the trajectories of key epistemes and how they are appropriated, developed and recontextualised by different actors over time as a solution to particular policy and practice problems. Working historically offers insights into a reservoir of communalities and analogies between the past and the present as well as the contingencies that shape historical change and impose both temporal and explanatory order on contemporary events.

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## The Role of Culture in Children and Young People's Intelligence Scales. WAIS and WISC Tests and their Italian Revisions (1956-2012)

Simonetta Polenghi

Catholic University of the Sacred Heart of Milan

Although they have been criticised in some respects since the seventies and are used in conjunction with other tests to achieve a more global assessment, there is no doubt that Wechsler tests are widely used. The first Wechsler-Bellevue forms (1939-1946) were translated into Italian in 1957. The WAIS (Wechsler Adult Intelligence Scale, 1955) and the WISC (Wechsler Intelligence Scale for Children, 1949) were introduced in Italy in 1974 and 1956 respectively. The WAIS-R (1981) was edited in Italian in 1993 and the WAIS-IV (2008) in 2013. The WAIS-III (1997) never received an Italian edition since the WAIS-R had just been translated. With the exception of the first WISC, the delay in the revisions and publication in Italian has been a constant: WISC-R (1974) was edited in 1986, WISC-III (1991) in 2006 and WISC-IV (2003) in 2012. WAIS scales are applied also to young people, from 16 years of age. These delays mean that, for example, in 1997 adults (over the age of 16) were tested using a scale produced in the USA in 1955 and published in Italy in 1974: given the rapid social and cultural changes that occurred during the second half of the XX century, this may have impacted on the cultural element of the tests. The aim of this paper is to identify the ways in which the Italian verbal and cultural subtests (particularly the Information and Comprehension subtests) differed from the American version; and to show the attention increasingly paid to cultural diversity. We will not address questions of clinical assessment, but will instead look at the tests from a historical perspective, questioning whether certain items really belonged to children and young people's shared culture at the time and whether cultural biases remained or had crept in. Italian society underwent profound cultural changes following WWII, especially in the northern industrial cities, while southern rural areas remained more anchored to a traditional way of life. Items relating to old sayings therefore may have been easier for people living in rural areas than for city dwellers. Some items which were perceived as commonly shared in 1955 had become obsolete 40 years later (e.g., asking an Italian 16 year old in 1990 who Louis Armstrong was, was not a fair test of general culture). The scales were pre-tested in Italy too and some items were changed, but stretching the validity of cultural tests over a long period of time could pose problems (Flynn 1984, 1987). This paper will also consider the question of different kinds of disability (WAIS 2008 for instance devotes much attention to people who are deaf, but not to those who are partially sighted or blind). Wechsler was conscious of the issue of cultural diversity and tried to update the scales and adapt them to different countries and persons. Nevertheless, cross-cultural analysis has shown how bias can enter into intelligence assessments (Georgas 2003). However, no historical analysis of the Italian versions of WAIS and WISC has been conducted to date.

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## Assessing Educational Choices at the Intersections of Race and Disability

Federico Waitoller

University of Illinois, Chicago

Market-driven educational policies are one of the most contested and enacted education policies around the globe. I define market-driven education policies as the conglomeration of "education policies that incorporate elements of capitalism into their design" (Scott & Holme, 2016, p. 251). Market-driven educational policies act together to make school districts

behave like markets and public schools like individual businesses that compete for enrolling families and creating education marketplaces. Such assessments, according to a market logic, have two purposes. On the one hand, they serve parents to be rational consumers who can evaluate the educational quality of schools based on. On the other hand, schools aim to increase their student's academic assessment performance to demonstrate better educational quality. The present study tests this market logic about the purpose and meaning of assessments. The study examines the experiences of parents of students with disabilities with school choice program, in particular their perceptions and experiences with assessments at the time for choosing schools. Drawing from critical theories of race and disability (Annamma et al., 2018) and a mix methods approach that included a qualitative and GIS analysis, the presentation demonstrates how structural factors at the intersections of race and disability shapes parent's perceptions and experiences with assessments when engaging with school choice programs.

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## **80 Years of Special Needs Assessment - (Dis-)Continuities in German Assessment Procedures**

**Michaela Vogt, Till Neuhaus**

Bielefeld University

From the day of its institutional establishment until the present, schools have undergone a tremendous degree of standardization (cf. Neuhaus, Jacobsen & Vogt 2021), which manifests itself in tests, examinations, certifications, and the alike. Such standardizing developments serve as blueprint along the lines of which (the expectations about) children are being measured; yet, such measures also always imply the possibility of failure, i.e. by not living up to the (implied) norms, behavior, or developmental steps. As almost all Western school systems show this tendency for standardization (cf. Tyack/Tobin 1994), it should come at no surprise that also almost all school systems established procedures, settings, and schools for children who deviate – mostly in negative ways and often regarding behavior and/or academic performance (cf. Sauer, Floth & Vogt 2018) – from the implicitly assumed normality. Such potentially exclusionary procedures, referred to as Special Needs Assessment Procedures (SNAPs), will be the topic of this presentation as SNAPs underwent tremendous change but also showed tremendous continuity in the way they assess children.

While such exclusionary procedures have already been conducted during Prussian rule, the earliest binding legal and pedagogical basis has been published in 1942 (cf. Hänsel 2021; 2019). Prior to that, SNAPs have been conducted but rather on local fashion and with immense degrees of divergence. This presentation will cover the developments of SNAPs from the year 1942 until the late 1970s as our unique source material – SNAP forms from the 1950s to the 1970s as well as practical field manuals (from 1942) which have yet not been analyzed by the scientific community – covers this time span. Difficulties may arise from the fact that tremendous political turmoil – a change in political leadership after 1945 as well as the division of the two German states (GDR & FRG) – takes place during this time span. These difficulties will be turned in a productive way by enriching the sources with contextual information (i.e. discipline specific dynamics (cf. Möckel 2001)) in order to identify the reasons for specific changes (or continuities) in specific SNAP procedures. After having focused on the changes within SNAPs in the given time period(s), the presentation will end on the attempt to derive general tendencies regarding the development of SNAPs; therefore, exemplary evidence from today's procedures (Kottmann 2006; Moser 2014; Quante/Urbanek 2021) will be discussed attempting to identify key moments of (dis-)continuities. Thereby, this presentation hopes to (re-)frame and enrich the discourse on past SNAPs in meaningful ways but also to contribute to the current debates on (the cipher of) inclusion (cf. Boger et al. 2021) and how it has been shaped by its historical roots, path dependencies, but also disruptive moments.

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## B4 07.1: The Politics of School Finance

Session Chair: [Johannes Westberg](#), University of Groningen

Keywords: Tax, Fiscal, Policy, Interests, Politics

### School Tax Policy and the Reconfiguration of Politics in the “Progressive” U.S. West, circa 1920

[Nancy Beadie](#)<sup>1</sup>, [Joan Malczewski](#)<sup>2</sup>

<sup>1</sup>University of Washington, United States of America; <sup>2</sup>University of California, Irvine, United States of America

In 1892, at the onset of the Progressive Era, the first state superintendent of education for Washington State, Robert Bruce Bryan, recommended that Washington adopt California’s pioneering solution to the problem of unequal and inadequate school funding. California had enacted a highly centralized state-level school tax and regulatory policy intended to surmount local wealth inequalities, insufficient local financial capacity, and inadequate local political will. Bryan urged Washington and other “republics” of “the Western continent” (by which he seemed to mean chiefly the countries of South America) to follow California’s example. While California’s solution was “unpopular among the wealthy localities,” Bryan also asked, “is it right?” He believed the answer to that question was both self-evident and affirmative (State of Washington, 1892). Washington’s interest in California’s centralized school tax policies captured the peculiarly progressive potential of western social and economic policy at the end of the 19<sup>th</sup> Century. The progressive sensibility and strongly statist approaches to social policy-making animated a strong progressive education agenda in California and Washington for 30 years, from 1890 to 1920, albeit in different ways (Kelly, forthcoming; Beadie, 2021). It did so, moreover, with considerable political convergence among educators, settlers, and business leaders who generally accepted the idea that a first-rate educational system was in the best interest of the state and its citizens. By 1920, however, this convergence of interests around progressive education policies had fractured, resulting in disagreements between anti-tax, anti-government forces and social spending advocates that are now so familiar. The expanded costs of progressive schooling, the new national income tax, and the global hyperinflation of the immediate post-WWI period that peaked in 1920 (Bytheway & Metzler, 2016) inspired anti-tax fervor. The prior histories of centralized approaches to school policy in both states led to political conflict and mobilization that took a dramatic form at the state level, where legislative initiatives in 1920 aimed to transform school funding and governance, inspiring powerful new interests that included business and agricultural coalitions and streamlined educator organizations (Bolton, 1935; Nicholas, 2012; Laichas, 1999).

This jointly-written paper explores state political dynamics in California and Washington in 1920. Historians of education have highlighted significant shifts in education politics at the end of the 1910s, but have focused primarily at the municipal level, on particular urban case studies, or on the rhetoric of reform (Mirel, 1999; Reese, 1986; Callahan, 1962; Gamson, 2019; Tyack, 1974), with less attention to underlying economic dynamics or larger political interests that influenced state fiscal policy. This study will analyze school tax policy circa 1920 as a harbinger of longer-term economic and political development, focusing on political interest formation and organizing within and across states (Mehrotra, 2013; Clemens, 2000). It will reveal how school tax policy fomented a new and distinctly western conservatism that intersected with western gender, race, labor, and immigration politics (Sullivan, 2014; Martin, 2008; Phillips-Fein, 2010) and take initial steps toward charting the changing relationships between school spending, business cycles, and debt crises in the early 20<sup>th</sup> century United States. (Bytheway & Metzler, 2016; Lindert, 2004).

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*Keywords:* education expenditure, public policy, political economy, budget trade-offs

**The Promises of Provins: Education Spending, School Reform and Electoral Calculations in 1970s France.**

Clémence Cardon-Quint

Bordeaux University, France

In January 1973, the French Prime Minister, Pierre Messmer, presented the majority's programme in Provins, for the spring legislative elections. The aim was to counter the left, which had been consolidated by the signing, in 1972, of an ambitious *Programme commun*, an instrument of rapprochement between the Socialists and the Communists. In order to counter the rising left, Messmer announced social spending, while claiming the monopoly of economic seriousness. A handful of promises concerned education: nationalisation of schools, free transportation and textbooks, expansion of kindergartens, teacher training etc. Despite the economic crisis that hit France hard after the oil crisis, and the changes in government following the 1974 presidential elections, the promises made in Provins guided the budgetary choices in education for the rest of the legislature. The wealth of political and administrative archives available on the budgetary choices made during this period sheds new light on the mechanisms at work in the prioritisation of education spending by right-wing governments. While historians of education usually focus on the Haby reform (1975), marked by the introduction of the *collège unique* (comprehensive schools), an analysis of the budgetary choices reveals a different order of priority. Relations with local authorities, and in particular rural communes, the interests of economic actors (publishers and school transporters), but also the representation of the expectations of public opinion, divided on educational issues, but unanimously concerned about purchasing power, come to the fore. At the same time, it was accepted from the outset that educational reform should cost the State as little as possible.

As political scientists have pointed out, electoral promises constitute a precious observatory for understanding the link



between electoral competition and the evolution of public policies - a link that has long remained a blind spot in French political science. To tackle this questions addressed in comparative public policy, using quantitative data and a sophisticated theoretical apparatus, we present here a detailed qualitative study, based on archives, to grasp the political motives behind budgetary arbitrations and the way in which these choses are imposed upon the dynamics specific to the education sector. Where historians have focused on the study of educational policies conducted by the left, this study focuses on right wing governments. In this particular context, it shows the fragility of a historical reasoning that starts from educational policies as supposedly coherent objects. Shifting the focus to budgetary choices and their political motives provides the means to grasp the political logic of the choices made by governments, choices that do not necessarily fit sectoral logics.

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*Keywords:* co-option, literacy, conscientization, struggle, development

## **The Co-option of Paulo Freire's Literacy Technologies by Bangladeshi NGO BRAC in Its Social Development Initiatives from 1974 to 1985**

Mohammad Abul Fateh

Queen's University, Canada

This article provides a critical analysis of the co-option of Paulo Freire's critical literacy technologies by Bangladesh Rural Advancement Committee (BRAC) for its social development initiatives in Bangladesh from 1974 to 1985. Considering the social, political and cultural dimensions of Freire's critical pedagogy and philosophy, rooted in the Catholic-Marxist social movements of Brazil and experiences in Chile (Fateh, 2020), I analyze why and how BRAC modified (read "economized") a set of Freire's radical literacy technologies in its adult literacy curriculum. I focus on BRAC's functional education program and its close relationship to its microfinance operation, skill development program, and "conscientization" around monetary- and income-generating opportunities for the rural poor. To do the analysis, I examine BRAC's curriculum documents,

project proposals, evaluation reports, statements of Fazle Hasan Abed (BRAC's founder), and other related materials. I consider the international context of the 1970s and 1980s, BRAC's relationship with the different Bangladeshi ruling regimes, and the implications this approach had for BRAC, and for the people who participated in the programs. My findings suggest that with the global emergence of neoliberalism in the early 1980s, BRAC focused more on microfinance, microfinance literacy (read "training"), and profit-driven development initiatives deviating from Freire's emancipatory notion (Freire, 1971). BRAC intentionally depoliticized and de-radicalized Freire's critical literacy technologies and pedagogical means to capitalize on the struggle of the poor to enhance its organizational growth and sustainability. Unlike Freire's goal of complete freedom and humanization of the oppressed (Freire, 1971), BRAC reduced the struggle of its participants to mere financial activities, ignoring possible opportunities for structural change and social justice. In the process of evolving as the largest and most "business-like" NGO in the world (*The Economist*, 2010) with the last known reported income of 1.08 billion (*NGO Advisor*, 2021), BRAC deliberately "exploited" Freire's radical "conscientization" in its curriculum and development strategy to align itself with the local power structure, Bangladesh state, and international donors. My findings also suggest that, although BRAC claimed to be inspired by Paulo Freire's critical literacy with its humanizing and liberatory approach (Smillie, 2009; BRAC, 1977), it subsequently "de-revolutionized" and "dehumanized" Freire's literacy technologies and pedagogical objects, and moved completely to a market-driven, business-like development strategy rooted in the neoliberal ideology strongly criticized by Freire (Apple, 1999). My interpretative analysis draws on the political thoughts of Quentin Skinner, Frantz Fanon's postcolonial stance, Andre Gunder Frank's dependency theory, Anibal Quijano's theories of decoloniality, and critiques of neoliberalism including the work of Byung-Chul Han.

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## **A1 08.1: Educational Spaces and Materiality**

*Session Chair:* **Luigiaurelio Pomante**, University of Macerata

*Keywords:* architecture and pedagogy, holiday colonies, Fiat, Ceméa

### **From Fascism to Progressive Education: Relationship Between Architecture and Pedagogy in Two Italian Holiday Colonies After Second World War.**

**Luca Andrea Alessandro Comerio**

University of Milano - Bicocca, Italy

Holiday colonies, characterised by their own very specific range of pedagogical objects, first among them architectures, have been deeply connected with the school dimension since their origin: as well as proposing a model that in some ways resembles that of the school - a community of minors divided into groups, each of which entrusted to the care of one or more adults in charge of activities with a educational value -, throughout their history they have recruited a large

part of their staff from among young teachers, for whom they have constituted an opportunity for a sort of apprenticeship in the world of childhood. This contribution examines holiday colonies from the point of view of their architectural structure and the organisation of their spaces as «pedagogical technologies». Two cases will be presented which are of particular interest to scholars of the material history of schools: in their buildings the so-called «winter colonies» were set up during the school year, real schools which accommodated children particularly in need of «good air» for a few months, thus giving them the opportunity to continue their studies by spending a period in a healthier environment. The first case concerns the Fiat colony in Marina di Massa, a tower built in 1933 at the height of the Fascist dictatorship, with an architecture designed to facilitate the management of large groups of children: the dormitories follow one another along a single spiral that rises towards the top of the tower, in a sort of panopticon for meticulous monitoring of children's behaviour, in order to facilitate propaganda and the transformation of the guests into faithful servants of the regime. Even in the post-war period, after the fall of Fascism, the structure of the building continued to profoundly influence the educational practices that took place there: until the end of the 1970s, the colony's activities remained marked by an authoritarian approach, based on a rigid discipline of bodies and the clear prevalence of the collective dimension. The second case concerns the Italsider holiday colony in Montechiaro (Turin), built between 1959 and 1962, based on a project aimed at radically renewing the approach to children's holidays, drawing inspiration from the principles of progressive education. The colony, managed by the Ceméa, is located in a building that is deeply integrated into the surrounding environment and is characterised by spaces organised in sectors designed to accommodate small groups, in a more intimate, democratic dimension that is attentive to the needs of the individual: it is a context that becomes a place for experimenting with progressive education, capable of suggesting to the school – especially through the teachers who work in both areas - a new way of educating. In the cases presented the architectures, expressions of clearly opposed visions of childhood and society, are able to influence - in the case of Fiat, even decades after the end of the regime of which the building is an expression - ways of living spaces, activities and the child-adult relationship.

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*Keywords:* open-air schools, outdoor learning, ecological design of a classroom, hygiene.

### **How To Plant And Cultivate A Classroom? An Open-air School – An Example From Serbia**

Aleksandra Ilić Rajković, Nataša T. Nikolić

Faculty of Philosophy – University of Belgrade, Serbia

The research paper tries to actualize the topic of arranging school space as a stimulating environment for learning. There is a consensus that teaching in the natural environment has positive effects on the health and learning outcomes (Largo-Wight et al., 2018). Based on the analysis of the open-air classrooms project by Sreten Adžić, the importance of outdoor learning is being reaffirmed. Starting from the thesis that teaching is intertwined with architecture, we research how open-air classrooms have determined school practice in Serbia at the beginning of the 20th century, and how this can be seen in a larger, international context. The open-air classroom project by Adžić was based on his personal pedagogical experience and the knowledge acquired during study trips around Europe (Adžić, 1924). Unlike other open-air schools, which were meant for students with health problems or at risk of them (Thyssen, 2009), Adžić's project was meant for all students. This means that the natural environment is recognized not as a way of health rehabilitation, but as a pedagogical environment that contributes to the overall development of students.

The project of open-air classrooms began in 1898 as part of a larger project of organization of The Teacher Training School in Jagodina (Serbia), managed by Adžić. Planting of plants and construction for the first classroom in the garden of this school began in 1903, the first classes were held in 1906, and by 1911, another four classrooms and more additional spaces were formed. The open-air classrooms were located on the area of 1.5ha and were made entirely of plants. Adžić paid special attention to the criteria for the selection of plants in order to provide appropriate conditions when it comes to light, shadows, sound insulation, air flow, etc. Classrooms differed in dimensions and interior design depending on the form of teaching they were intended for: from the amphitheater, through the sports field to small isolated spaces for independent work. Students of the Teacher Training College in Jagodina had the opportunity to, through personal experience, learn about the possibilities of pedagogical work in open air classrooms. Also, seedlings were grown in the school nursery garden, which the teachers took over for their schools free of charge. Encouraging teachers to come out of school buildings has also contributed to rethinking the traditional teaching model and can be seen in the context of preparing the «ground» for the New School Movement that will be widely accepted in Serbia between the two world wars (Ilić Rajković, 2013). The research paper also points out the benefits of working in open-air classrooms with regard to real needs and modern trends in the field of education such as environmental education (Petrović, 2018) as well as with regard to the possibility of applying innovative approaches to work, such as integrative and project teaching.

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*Keywords:* History of education, Open air schools, School desk, Italy, 20th century

## **School Desk Between Tradition And Modernity: The Technological Renewal In Open-Air Schools**

Mirella D'Ascenzo

University of Bologna (Italy), Italy

School desks have always been an important item in school settings and have been studied internationally in terms of both pedagogy and the material culture of school, as a fundamental tool for traditional frontal, transmissive and authoritarian teaching methods. The purpose of this work is to examine an important step in the history of education linked to the evolution of the school desk, i.e., the birth and development of open-air schools in the early 20<sup>th</sup> century for the instruction and educational care of fragile children predisposed to tuberculosis. Precisely the need for a mainly outdoor educational setting led hygienists and educators to seek new technological solutions that were more functional than the traditional, heavy wooden two-seater desks, suited more to static, mainly indoor teaching. Using international literature from that time as well as more recent works, we will investigate the interplay between medicine, hygiene and schools from the second half of the 19<sup>th</sup> century to the first half of the 20<sup>th</sup> century in the development of alternative models of school desks proposed and found in open-air schools, suited to a new form of teaching practice that was attentive to the freedom of movement and action of these outdoor pupils, within the emerging framework of pedagogic activism of the time. Using printed and photographic archive sources, we will then focus attention on some cases of open-air schools in Italy, to underline the role played by this new generation of school desks, their material features, for innovative educational practices that paid attention to the freedom of the body and of educational action, both for literacy, sciences and free drawing.

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## **A1 08.2: School and Culture**

*Session Chair:* **Norberto Dallabrida**, Universidade do Estado de Santa Catarina - UDESC

*Keywords:* New Method, Turkish Education System, Modernization, Teaching Methods, Educational Materials.

### **The "New Method" Concept and its Applications in the Turkish Education System in the Period of Modernization**

Betul Batir

Istanbul University-Cerrahpasa HAY Education Faculty, Turkey

In Turkey, the modernization process gained momentum in the beginning of the 19<sup>th</sup> century. Previously, modern methods of education had been used in military schools. Especially with the Tanzimat reform movement, new and modern-style civil schools were opened in the Ottoman Empire and «New methods» began to be applied in these schools. The concept of «new method» in education started to be applied in both modern and traditional schools after the second half of the

19<sup>th</sup> century. The concept of “new method” includes contemporary innovations in educational materials and teaching methods. All new phenomena which can be listed as desks, blackboards, chalk, maps, globes, tables, charts, pianos, violins, bells, school exhibitions, museums, constructivist education, active learning, illustrated alphabet books, handcrafting, outdoor lessons, field trips, and collecting plant/animal samples corresponded to the concept of “new method”. Among those who introduced the concept of «new method» to the Turkish school system were educators and education administrators of the period. Selim Sabit Efendi, Aristokri Efendi, Ayşe Sıdıka Hanım, Ethem İbrahim Paşa, Münif Paşa, and Ahmet Kemal Efendi are some of these names. These educators also wrote works on the subject. In their works, they indicated teaching methods of «new methods» to be applied in schools. These works were also written in the form of teacher’s handbook. The concept of «new method» was placed in the education system with the regulations of the period. The Ordinance of Teachers College dated May 1, 1851 and the Regulations of the General Education of 1869 prepared by Ahmet Cevdet Paşa can be given as examples.

In the study, an analysis will be made by giving examples from the concept of «new method» and its applications which started to be implemented in Turkish schools. The main sources to be used will be educational books, regulations, teacher handbooks, newspapers/journals and archival documents describing the «new methods» written in the period. Considering these documents, the modernization process and development of teaching method, educational materials, and techniques (New method) will be discussed with examples.

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*Keywords:* Active school, tools, Italy, XX century, school magazine

## **Teaching Tools in Active School. The Practical Teaching of Arithmetic in the Pages of «La Voce Della Scuola» (1929-1931)**

Rossana Lacarbonara, Anna Maria Colaci

University of Salento, Italy

The research conducted in the archives of the former Province of Terra d’Otranto (Puglia) has brought to light an interesting periodical publication of the Circolo Didattico di Noci during the years of the power of the fascist regime in Italy. In particular, the periodical emerged in the research conducted at the historical archive of the municipality of Martina Franca. Martina Franca, which since the Unification of Italy was a peripheral municipality of the Province of Terra d’Otranto, became, starting from 1923, one of the most important centers of the newly born province of Taranto. La Voce della Scuola initially born as a discontinuous publication, became a periodical thanks to the favorable reception of school authorities, teachers and pupils from the territory of the territory. The purpose of the magazine was to discuss daily school life, the practical difficulties of teaching within primary school, which is why the collaboration was open to all teachers who wished to make their teaching experience available to colleagues and students. What is striking about this publication is that, if in part it presents typical characteristics of the pedagogy of the fascist regime (such as the cult of the fallen of the First World War and information on the activity of extracurricular associations such as Balilla, Piccole Italiane and Avanguardisti), on the other it completely deviates from it and reports on the organization of teaching in an active school model, with a strong propensity for manual work and a rejection of notions. This paper aims to reconstruct the history and use of materials in the teaching experience of the masters who took care of the publication of the periodical, also through the examination of some pages detached from the notebooks of the schoolchildren in the periodical. In particular, the research presented will focus on some of the fixed sections that made up the magazine within which

the use of teaching tools and objects for the active teaching of scientific subjects and arithmetic emerges. It will also be interesting to note the commitment of young students in the construction of objects for the decoration of classrooms and the presence of small libraries within the classrooms; Even the construction of objects intended for the decoration of one's classroom represented a learning opportunity for the pupils of the local classes. From the construction of a chest of drawers, to cite an example, the pupils were confronted with the notions of geometry, with the knowledge of the various types of wood and with work tools. What emerges from the printed sources consulted is how manual work, considered fundamental in the organization of the active school, also effectively contributed to the practical teaching of arithmetic and scientific subjects and allowed pupils full freedom for the development of their skills in response to real needs. The research aims to fit into the panorama of national and international studies on material culture and the pedagogical use of objects within classrooms.

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*Keywords:* Pedagogic assets; Museum; Technology; School improvement;

### **A Centennial School and its Pedagogic assets**

*Uma Escola Centenária e o seu Espólio*

Aires Diniz

Not affiliated, Portugal

### *Abstract (in English):*

Brotero school was founded in 1884 to support Coimbra Industrial Development through industrial design and chemistry teaching (Diniz, 2006, a) e b)). This teaching was extended to commercial teaching, preparing a renewed form of competition through new selling technics. All evolution was done according local and national needs economic, as we see on machines, that school acquired to fulfil the necessary adaptation to an emerging technology. Going through corridors of a school badly rebuild by Parque Escolar firm, that was created by a corrupt political power, that showed to be incapable to understand their educational history and how was curriculum implemented lost important part of their assets (Diniz, 2012), but what remain after this intervention demonstrate a pedagogic history. All happened because a "requalification", executed by Parque Escolar that was badly planned, make to disappear their pedagogic assets. So, now we look space organization without any explanation nor description nor ordered by year of their functioning in pedagogic processes that we will try to identify. Fortunately, assets that remained shows what happened and what give prestige to Brotero, but with an incomplete view of the adequation of their assets to industrial and commercial at different periods where there was a distinctive signal the existence of masters of workshop that school teach by practice. There was also accounting and management teaching, where was important typing and calligraphy teaching, remaining from this time some typewriter. With 25th April Revolution, a Democratic Educational Reform upgraded student humanist formation, obliging to recruit languages and philosophy teachers and also to upgrade masters training, that before had produced great part of their artistic assets that, now, we can see at School corridors. Indeed, Brotero school keep up with pedagogic evolution investing on new technologies as computers, Internet and Radio equipment, maintaining now a TV equipment that produce films about school life and curriculum. So, we must research also how Information New Technology Curriculum was included at School, exhibiting pedagogic objects that signal School Pedagogic History. Professor Maria de Lourdes Figueira

in 2012 wrote about this meticulously showing how pedagogic objects are transformed in Living Memories that we can now see at Brotero School corridors.

*Abstract (in Language of Presentation) :*

A Escola Brotero nasceu em 1884 para apoiar o desenvolvimento industrial de Coimbra através do uso do desenho e da química no ensino industrial (Diniz, 2006, a) e b)). Este ensino alargou-se ao ensino comercial, preparando uma nova forma de competitividade com o ensino da técnica de vendas. Tudo continuou a evoluir de acordo com as necessidades da economia local e até nacional, como vemos nas máquinas que a escola foi adquirindo para concretizar a adaptação necessária à tecnologia que foi emergindo. Percorrendo os corredores de uma escola maltratada pela requalificação feita por uma Parque Escolar, criada por um poder corrupto, que se mostrou incapaz de perceber a sua história educativa e como foram sendo implementado os seus currículos, perdeu parte importante do seu espólio (Diniz, 2012), mas o que sobreviveu a esta intervenção ainda evidencia a sua história pedagógica. Por força da “requalificação” executada pela Parque Escolar, parte do seu espólio desapareceu fruto do mau planeamento desta. Por isso, estamos perante uma organização do espaço que se apresenta sem qualquer explicação e descrição nem sequer datação das suas funções nos processos pedagógicos. É o que tentaremos identificar. Felizmente, o que sobrou mostra o que aconteceu e deu prestígio à Escola, adequando o património da escola ao currículo industrial e comercial que os tempos exigiram, onde era a sua marca distintiva era a existência de mestres de oficinas que a Escola formava. Havia ainda ensino da contabilidade e da administração de empresas, onde era importante o ensino da datilografia e da caligrafia, restando desse tempo algumas máquinas de escrever.

Com o 25 de Abril, uma Reforma Educativa Democrática melhorou a formação humanista dos seus estudantes, obrigando ao recrutamento de professores de línguas, de filosofia e a melhoria da formação dos seus mestres, que antes produziram grande parte do seu espólio artístico que agora vemos nos corredores da Escola. Na verdade, a Escola Brotero não deixou de acompanhar a evolução pedagógica pois investiu nas novas tecnologias como computadores, Internet, tendo havido um tempo em que havia uma Rádio, mas ainda mantém em funcionamento uma TV interna que produz material de divulgação da vida escolar atual e dos seus currículos. Teremos por isso de estudar também a forma como o Curriculum das Novas Tecnologias da Informação se foi inserindo na Escola, deixando a sua marca nos objetos pedagógicos que marcam a História Pedagógica da Escola. De tudo isso nos deu conta a professora Maria de Lourdes Figueira em 2012 com pormenores, que nos mostram como a memória dos objetos se transformam em Currículos e Memórias Vivas, que podemos ainda ver nos corredores desta Escola.

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*Keywords:* Education, culture, state, catholic church, Portugal

**Schooling and Culture in the Portuguese Republic: lay teaching against the educational principles of the Catholic Church (1910-1926)**

*Escolarização e Cultura na República Portuguesa: o ensino laico frente aos princípios educacionais da Igreja Católica (1910-1926).*

Carlos Henrique Carvalho, Wenceslau Gonçalves Neto  
Universidade Federal de Uberlândia, Brazil

*Abstract (in English):*

This work intends to discuss the rupture in the relations between State and the Catholic Church in Portugal, focusing on the battles occurred in the cultural dimension and educational, during the First Republic (1910)-1926. The sources which fed this research were the following: the magazine *Brotéria*, the newspaper *Novidades*, *A Voz*, *o Diário de Notícias* and *O Século*. These documents were gathered in Biblioteca Nacional de Portugal, Arquivo Nacional da Torre do Tombo, as well as in Arquivo-Diplomático do Ministério dos Negócios Estrangeiros. Due to the analyzed dimension, it is noticeable the concern of the Portuguese in regard to organizing teaching, since the schooling process represented for the Republican regime a motive of pride. Anyway, the republicans wanted more than simply teaching Portuguese children how to read and write. Their intention was to provoke the arousal of another kind of school, supposed to be patriotic and bound to the republican values. With this backdrop, the relations between State and Church, during the first Portuguese Republic



(1910-1926) were - in their first years - based on the laymen policies of the government. Regarding education and the reorganization of teaching, the republicans introduced a 3-partisan system: a lay, a compulsory and a charge-free. They reorganized the religious teaching, limiting it, as they determined the end of the Faculdade de Teologia, carrying over the preparatory studies to the Higher Schools. Nevertheless, a strong reaction of the Church against the lay action, brought about by the First Portuguese Republic. As a by-product of these negotiations/ruptures, there was an approximation between State and Church and, already in the 1920 decade, the Vatican became the place for a new bond. This re-approximation allowed the Church to introduce principles of Catholicism in the Portuguese schools, v.g., the usage of curriculum with disciplines, such as, sacred history as well as the presence of religious holidays. Truly, it can be said that there was an illusion of the republicans, as they installed the new regime, which produced soon a type of in-satisfaction, regarding the regenerating projects (Salazar's period started in 1926). In summary, this work endeavored to understand the approximations/tensions between State and the Catholic Church in Portugal. In addition, it tried to explain the political and cultural interests within the Portuguese society, which were permeated by these conflicts in the educational field.

*Abstract (in Language of Presentation) :*

Este trabalho tem por finalidade discutir a ruptura nas relações entre Estado e Igreja Católica em Portugal, com foco nas disputas travadas em torno das dimensões cultural e educacional, durante a Primeira República (1910-1926). As fontes que subsidiaram a pesquisa foram: a revista *Brotéria*, os jornais *Novidades*, *A Voz*, *o Diário de Notícias* e *O Século*. Estes documentos foram buscados na Biblioteca Nacional de Portugal, Arquivo Nacional da Torre do Tombo e no Arquivo Histórico-Diplomático do Ministério dos Negócios Estrangeiros. Pela documentação analisada percebe-se a preocupação dos republicanos portugueses em organizar o ensino, pois o processo de escolarização representava para eles um dos principais baluartes do regime republicano. Para todos os efeitos, os republicanos queriam mais do que simplesmente ensinar a ler e a escrever às crianças portuguesas. Sua intenção era, sobretudo, fazer emergir uma outra ideia de escola, doravante mais patriótica e totalmente vinculada aos valores do republicanismo. Nesse cenário, as relações entre o Estado e a Igreja durante a Primeira República portuguesa (1910-1926) foram – nos seus primeiros anos – baseadas na política laicizadora do governo. Relativamente à Educação e à reorganização do ensino, os republicanos aplicaram-lhe um sistema tripartido: laico, obrigatório e gratuito. Reestruturaram o ensino religioso, limitando-o, uma vez que determinaram o encerramento da Faculdade de Teologia e redirecionaram os estudos preparatórios para aos liceus. Entretanto, posteriormente, como resultante de várias negociações com a igreja – e pelas próprias divisões no interior do partido republicano português –, observa-se uma forte e intensa reação da Igreja Católica à ação laicizadora promovida pela Primeira República portuguesa. Em consequência dessas negociações/cissões há uma reaproximação entre Estado e Igreja Católica e, já nos anos de 1920, se celebra o reatamento diplomático com o Vaticano. Como decorrência do estreitamento das relações entre católicos e republicanos, ocorre um paulatino processo de “reintrodução” dos princípios do catolicismo nas escolas lusitanas, como por exemplo a adoção de currículos com disciplinas ligas a “história sagrada”, além das comemorações de “datas santificadas”. Portanto, pode-se afirmar que houve uma “ilusão” dos republicanos ao instaurarem o novo regime, o qual rapidamente deu lugar à decepção e à crítica com a afirmação de novos projetos regeneradores (salazarismo a partir de 1926). Em suma, buscou-se a compreensão das aproximações/tensões entre Estado e Igreja Católica no interior da sociedade lusitana, bem como explicitar os interesses políticos, culturais e religiosos que permearam esses conflitos no campo educacional.

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## A2 08.1: SYMPOSIUM

### The Expansion of Secondary Education during the 1960s in Developing Countries and the International Development Organizations.

#### PART 2

*Keywords:* Secondary Education, Sixties, Developmentalism, International Organizations, Medterrean Countries

*Chair:* **Anna Debè** (Catholic University of the Sacred Heart of Milan)

*Discussant:* **Gabriela Ossenbach** (Universidad Nacional de Educación a Distancia)

Throughout the 1960s, there was a notable expansion of secondary education, which was particularly intense in countries that started from a backward educational situation. Among them, the countries of Southern Europe and Ireland stand

out, although Latin American countries also experienced a similar evolution. International development organisations such as the World Bank, the OECD and the various United Nations agencies played an important role in promoting and organising this educational expansion. The prevailing development model of these international organisations was based on functionalist principles and basically on Walt W. Rostow's Theory of Stages of Economic Growth, on the educational level, on the Human Capital Theory, developed by Theodore Schultz, Gary Becker and Jacob Mincer. Education was thus seen as a prerequisite for economic development. This theoretical framework conceived secondary education as technology for economic development and also for social reshaping through social mobility. This new social technology blurred traditional ideological, political and religious issues and placed the goal of economic development at the forefront. This new priority generated a technocratic discourse on education applicable to all countries regardless of their political regime. A good example of this is the OECD's Mediterranean Regional Project (1961), which included regimes as different as Yugoslavia's self-managed communism, the aftermath of pre-war fascistic dictatorships such as Spain and Portugal, a Western democracy such as Italy, and Greece and Turkey. Similar programmes can be identified for Latin America. The aim of this symposium is to make a first approach to the expansion of secondary education in the 1960s in developing countries from an international perspective and to share their experiences. In addition to characterising the process of expansion in their respective countries, participants are asked to explore in a provisional way their relationship with international organisations, the extent to which the new educational discourses represented a break with previous ones and what new values or principles they embodied. This would lead us to a new understanding of modern secondary education as a social technology at the service of social engineering.

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### *Presentations of the Panel*

#### **The Expansion of Lower Secondary School in Italy in the 1960s. Modernisation and Drawbacks**

**Simonetta Polenghi**

Catholic University of the Sacred Heart of Milan

In the 1950s Italy experienced an "economic boom". Between 1951 and 1963 Gross Domestic Product increased by on average 5.9% per year. In 1958 the number of people employed in industry overtook those working in agriculture. The consumer and industrial society was gradually replacing the agricultural one. The country also experienced a substantial wave of internal migration from the south to the north. Some sectors in the industrial and economic world, as well as many educationalists, pointed out the necessity of reforming the school system, which still bore the hallmark of Gentile's reform of 1923. This had given a central role to the "Liceo classico" (grammar school), and confined technical and above all vocational schools to a lower level. Gentile's school system was intended to be meritocratic, with selection starting at the end of the elementary level, leading to different lower secondary schools, but resulted in a family's economic situation actually conditioning the choice or even the possibility of carrying on studying (school being compulsory up to the age of 14). In 1955 the Minister of Finance Vanoni presented the "10-year plan for the development of employment and income" which was considered by the "Mediterranean Regional Project" of the OECD (at the time OEEC) as a reference point. The Italian programme had been prepared by SVIMEZ (Association for the development of industry in the south). After Vanoni's death, minister Gui reduced his program in 1962 to a 3-year plan. Meanwhile, SVIMEZ, economists and sociologists pushed for the modernization of the school system. One key point concerned the abolition of different paths after elementary school. Those in favour of a unified middle school (junior school), influenced by Sergej Hessen, won their battle in 1962, when all lower secondary schools were eventually unified, with all subject teachers holding a degree. The elementary school teachers and their associations lost their battle to teach in these schools: in place of a post-elementary school, the model of a lower secondary school with more qualified teachers was chosen. However, whilst the "Scuola media unica" represented a significant step towards a more qualified and democratic school, which welcomed children from all social classes, at the same time it did not immediately fulfil its aims: the graduate

teachers were competent in their subjects, but lacked pedagogical competence. This model of school was still quite selective and many pupils failed in it. The so-called “classi differenziali”, which had been set up at the beginning of the century for children from disadvantaged family backgrounds, with the aim of preventing them from dropping out, grew enormously in number, particularly in northern industrial cities. Children who had emigrated from the south, who spoke dialect, ended up in these classes, as well as children with learning difficulties. In a decade, the phenomenon had become so widespread that protests that they had become places of segregation led to these classes being closed. Hence the immediate consequences of a process that was intended to be democratic also entailed severe drawbacks.

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### **The Difficult Path to Reforming Italian Lower Secondary School**

**Stefano Oliviero**

University of Florence

During the 1950s and 1960s Italy, in line with what was happening in various European countries, debated the advisability of reforming the lower secondary school, in order to promote mass education. After a few years of heated debate, a reform was passed in 1962 to create a unitary three-year post-elementary school, the “Scuola media unica”. However, the road to the 1962 reform was fraught with obstacles. The political and educational debate was in fact characterised by strong contrasts between the conservative Catholic Government forces, who wanted to maintain multiple channels of secondary education, and the progressive laic forces (together with sectors of the Catholic world) who were calling for a unitary three-year course. The reform proposals put forward by the various Italian governments between 1951 and 1962 did not seem to open up to mass education, but on the contrary were proposed in line with the Gentile school system, i.e. an elite school with multiple channels. In the course of the debate, some compromise solutions emerged between multiple and unitary choices, even with optional courses, which in reality still concealed a classist vision of the school. In 1959, for example, Giuseppe Medici, one of the ministers of education who was a leading figure at the time, argued that a specific lower secondary school channel should be provided to admit those children «who feel inclined to work in the countryside and in the workshops». The compromise solutions seemed to have little chance of success in the European context, as Aldo Visalberghi, one of the first Italian pedagogists to pay attention to international perspectives, pointed out as early as 1960. In any case, these solutions were decidedly discriminatory towards the lower social classes. The contribution therefore aims to give some hint on the debate that preceded the reform of the Italian lower secondary school in 1962, focusing on some topics of discussion including, for example, the confrontation between humanistic culture and scientific culture, topics debated for a long time throughout the history of the Italian school.

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## Expansion of Secondary Education in Turkey in the 1960s and International Organizations

Filiz Meşeci Giorgetti

Istanbul University-Cerrahpaşa

Since its establishment in 1923, the Republic of Turkey has tried to expand secondary education. The aim of secondary education was to raise productive citizens equipped with national, scientific, and democratic values. Secondary education became free, large high schools were established in city centres, and a free boarding school system was developed for successful children. The education systems of different countries were examined, the opinions of foreign experts were consulted, and talented young people were sent to Western countries for education. However, the expansion of secondary education was limited due to financial insufficiencies. Turkey took its place in the United States-led Western Bloc during the Cold War. Education came to the forefront as an important variable in the political, military, science, art, and sports competition between the Eastern and Western Bloc. Thus, the citizen of the nation-states evolved into human capital in the development discourse of international organizations. Turkey eagerly embraced the international organizations of the Western Bloc to solve the problem of expanding secondary education, which it could not solve for a long time. Organizations such as the OECD and the United Nations, foundations such as Ford and Rockefeller, have become important determinants in the planning and development of secondary education in Turkey with the commissions they have established, the resources they have provided, and the school projects they have prepared. As a reflection of the human capital theory, schools such as Maarif Colleges (Anatolian High Schools) and Fen Lisesi (Science High School) opened, which implemented special programs for children with special abilities to study together. Evening High Schools were established to meet the growing supply of secondary education for the masses. Although the opening of these schools did not solve the secondary education problem of the country in a short time, the concepts of student selection and placement, measurement and evaluation, guidance, efficiency, and effectiveness were included in the education literature. Expansion in secondary education in Turkey has been examined mostly in the context of the influence of the USA, with little emphasis on interaction with international organizations. This study aims to address the developments in secondary education in Turkey in the 1960s in the context of relations with international organizations. To achieve this goal, answers to the following questions will be sought: What kind of change was experienced in terms of quality and quantity in secondary education in Turkey in the 1960s? How did the educational discourses of international organizations representing the Western Bloc differentiate secondary education in Turkey from previous experiences in terms of aims, principles, and programs? In answering these questions, secondary education statistics and development plans of Turkey, Ministry of National Education archive, Republican archive, international organizations' educational publications, commission studies, expert reports about Turkey will be used.

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### A3 08.1: SYMPOSIUM

#### The Ontology of Educational Technologies in the Electronic Age: Six Perspectives on Media Use and Discourse

##### PART 1

*Keywords:* electronic devices (television, radio, computer), techno-solutionism, modernisation narrative, educational reforms, stakeholders

*Chair:* **Barbara E. Hof** (University of Zurich, Switzerland)

*Discussant:* **Inés Dussel** (DIE-CINVESTAV)

What makes a device, theory or particular practice an “educational technology”? The overarching aim of this symposium is to present six cases to stimulate a discussion on the different approaches to reforming education with technologies in the “electronic age”, and thereby to shed light on the ontology of educational technologies. The common ground of the six papers is the view that the legitimacy and rationale for promoting technology in education lies in the belief that it serves as a *vehicle* for progress. To make this case, they focus on a wide range of actors and their attempts to change learning practices through television, radio and computers since the 1940s. The symposium focuses on the arguments of policy-makers, economic interest groups, media producers, international non-profit organisations and teacher unions to show that these different stakeholders shared the belief that learning can be enhanced through technology. They



sought to implement educational technologies for reasons of social change and economic growth as well as scientific and cultural advancement. Since the 1940s, the modernisation narrative has been accompanied by an increase in the symbolic power of electronic media. The question of whether these media were used in the belief that they would enable “better” learning illustrates the potential of educational technologies to function as *vehicles* to foster greater equality through new “mass” media; as *vehicles* to increase the competitiveness of national economies; and as *vehicles* to steer the learning process in the “right” direction. Aspects such as techno-deterministic beliefs, exaggerated hopes, shortcomings in implementation, the lack of acceptance of technology in the classroom, and the failure of many tech-based school reforms have recently received more attention, especially in the context of increasing digitalisation (Ames, 2019; Cain, 2021; Watters, 2021) and the pandemic (Reich, 2020). This symposium adds to this scholarship: firstly, it offers a variety of perspectives on the use of electrical devices as intended solutions to social problems (Morozov, 2013; Johnston, 2020). Secondly, the symposium provides insights into different practices and national contexts, enabling comparisons that can inform discussions on what educational technology has been and still is in the “electronic age”. The first panel includes three papers that deal with sensory learning and television and radio as respective technologies for seeing and hearing. It also addresses the question of whether education or technology comes first. Based on a praxeological approach, the first contribution uses the example of medical skills instruction to argue that television was a useful medium to advance professionalisation. The second contribution demonstrates UNESCO’s enactment of a “development imaginary” through radio broadcasts. The third contribution – a comparison between programmes to market school computers in Sweden and East Germany – shows that microcomputers were not initially envisaged for educational purposes. Computer industries were originally motivated by economic goals; it was only later that school reformers sought to make them inherently educational machines. While the first panel takes a closer look at the materiality of educational technology, the second panel assembles papers that explore how the implementation of computers was discussed in different countries. Cases from Switzerland, India and Sweden exemplify the administrative efforts, debates and necessary infrastructures that have surrounded the introduction of digital devices in education since the 1970s. The fourth contribution to the symposium looks at negotiations between stakeholder groups in response to somewhat uncontrolled digitalisation strategies in French-speaking Switzerland. The fifth contribution explores the relationship between computer education curricula and the establishment of the software industry in India, thereby revealing digitalisation as a hidden vehicle for social stratification. The sixth and final contribution argues that union struggles are an area in which sociotechnical imaginaries and practical problems are reconfigured.

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#### *Presentations of the Panel*

### **Filming in the Operating Theatre: Teaching Surgical Skills**

**Daniel Normark**

Uppsala University

Skills are at the heart of modern medicine (Whitfield & Schlich, 2015: 349; Attewell, 1990). The acquisition of surgery skills requires training and apprenticeship. Harry Collins et al. (1997) argued that surgeons only can become competent through socialisation, and as such, skills are often referred to as tacit knowledge (Polanyi, 1983; Collins, 2010). However, as Rachel Prentice points out, the understanding that surgery is the application of tacit knowledge in the workplace does not limit us in our effort to illuminate the variety of different aspects such as socialisation, embodied physical elegance, situated knowledge and intuition that are sometimes lumped into all forms of non-formalisable knowledge (Prentice, 2007, 2013). The questions this paper addresses are: how are surgery skills acquired in medical schools, and what role did visual media play as an *educational technology* to teach surgeons in the mid-20th century? According to Schlich (2015), surgery can be understood as a performance – with an audience that can learn (Jülich & Widmalm, 2020; on public audience and surgery see Nathoo, 2009). This theoretical outline enables Schlich to identify three approaches in the 20th century of teaching in socio-cultural settings where an audience of peers assesses these “abilities”. First, surgical skills were taught by imitating others and experiencing the process physically, primarily as members of an exclusive au-

dience (Gavrus 2015). Second, as exemplified by William Halstead at Johns Hopkins, surgery was taught by means of experimental physiology and extensive access to laboratories where techniques and technologies could be tested and perfected. Schlich's third example refers to Lister's extensive instructions (recipes for performance) that could be published in an attempt to transfer skills, in this context the notion of "skill" also becoming the ability by which a surgeon could follow explicit rules. This paper presents a fourth approach. According to the surgeon Clarence Crafoord, visual films, camera and television can be used to *show* surgical work to a larger audience than is possible around the operating table. The visual media served as an educational technology since it provided the surgeon with the means to engage the audience in the details of the operation within an auditorium rather than a small operating theatre. It provided a way to display non-formalisable knowledge content while simultaneously expanding the size of a still very exclusive audience. This mediatisation started in the 1940s, when Crafoord hired professional filmmakers to follow his operations. In September 1951, a large delegation of around 500 physicians gathered in Stockholm to witness a series of surgical operations broadcast on television. Since the 1960s, televisions have been installed in the operating theatre and connected to lecture halls so that surgeries can be followed live. The process of teaching surgery has become a visually spectacular event where students can follow the action on screen. This highlights the early use of television as an educational technology and teaching as a visual enactment.

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## **Making the Computer Fit for School: Efforts to Develop a State-Mandated Educational Computer in Sweden and East Germany (1980s-1990s)**

**Carmen Flury, Rosalía Guerrero Cantarell**

Zurich University of Teacher Education

Microcomputers were initially developed with specific user groups and purposes in mind – for the military, business, scientific research, engineering and home entertainment. But the potential of microcomputers as an educational technology was soon recognised, and efforts were made to adapt them to education, not least by governments. In the 1980s, several European states implemented computer literacy programmes in schools. Some countries even developed their own domestically manufactured computers with software suited to educational settings, and some developed purpose-built computers to be specifically used in schools. But how and why did computers need to be adapted in the eyes of educators and educational policy-makers to make them appropriate for use in schools? This paper will argue that the interest of governments in developing their own hardware and software was motivated by the promise of economic prosperity; the strengthening of their domestic computer industry; and the potential to improve education through computer technology.

In this paper, we compare two countries that followed a similar strategy in developing a school computer despite their stark political and economic differences: East Germany, a planned economy with an authoritarian socialist leadership, and Sweden, a mixed economy with a market orientation but a robust public sector. The political rationales behind the efforts of East Germany and Sweden to develop their own school computer varied greatly. In this paper, we shed light on the nature of the relationship between state initiatives based on centralised management of technological development and education governance. The two case studies draw on historical documents by educational policy-makers and government officials, such as reports, protocols, notes and correspondence, as well as newspaper articles and popular com-

puter magazines. In Sweden, the economic rationale behind the state sponsorship of this project was to boost the national computer industry while providing schools with state-of-the-art computers. In 1984, production started on the Swedish school computer “Compis” following a public procurement process. Many national secondary schools purchased this computer. However, the computer and its software did not live up to expectations, and production was discontinued after four years. In East Germany, the socialist regime strove to develop a school computer in cooperation with pedagogues to match its ideas of “socialist” education. The “Bildungscomputer Robotron A 5105” was thus developed in 1987 and produced on a larger scale from July 1989 to April 1990. Its specifications had to be negotiated in a lengthy process between pedagogues, educational policy-makers and the computer manufacturer Robotron, as the country’s economy of scarcity and level of technological development did not allow for the mass production of a computer that met all the demands of educators.

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## **A4 08.1: Politics of Educational Technologies**

*Session Chair:* **Eugenio Otero Urtaza**, University of Santiago de Compostela

*Keywords:* secondary education, teachers, teachers notebook, Uruguay

### **‘Filling The Notebook’. Spread Of Teachers’ Notebooks In Secondary Education In Uruguay During The 1930s**

*“Llenar La Libreta”. Difusión De Las Libretas De Profesores En La Enseñanza Secundaria En Uruguay Durante La Década De 1930*

**Pía Batista**

Universidad de la República, Uruguay

#### *Abstract (in English):*

In the early thirties, the use of ‘teachers’ notebooks’ was regulated in Uruguay. These were booklets of bound forms in which secondary school teachers recorded the lessons given and the students’ performance. More modern versions continued to be used until the digital notebook was enforced a couple of years ago. The teachers’ notebook represented a different way of recording than the one used in primary schools, where teachers used to craft their planning registers with greater freedom. The materiality of such a simple object as this printed paper notebook, for the sole use of the teacher, might seem insignificant in the classroom space. However, it set the pace for class time and activities: the transition between lessons, the moment of ‘questioning’. It was part of the teacher’s routine, and it kept the notes that destined students to summer holidays or the agony of exams. The notebooks began to be systematically inspected with the creation of the inspectorate in 1930 and became a pivotal element to inform teacher designations. Its implementation responded to modifications in the system of student promotion, which sought to take into account the performance throughout the year and not only the final exams. Its use was then related to the influence of progressive education, the redefinition of the purposes of secondary education, and the valuation of the teacher as an educator and not only as a specialist in the discipline he/she taught. Teachers resisted the introduction of the notebooks. Some interpreted them as an instrument of control of authorities over the teachers, others as a bureaucratic and exhausting task. As a result, teachers adopted different strategies, sometimes proposing alternatives that combined their teaching experience with

pedagogical considerations. In this paper, we analyze the conceptions about teaching behind the diffusion of the teacher's notebook, the effects they were expected to have, how teachers received them, and how the practice of filling the notebooks became part of what it meant to be a secondary school teacher. From a methodological perspective, we face the difficulty of making the history of an object without any material vestiges since the notebooks were not preserved in the archives. However, we do have descriptions that allow us to reconstruct their materiality and traces of some of the conflicts they caused. The history of the teachers' notebooks functions as an entry point to study the process of construction of a national secondary education, centrally supervised not only in its results but also in terms of classroom teaching, in a context in which there were still no teacher training institutions and teachers came from diverse professional trajectories.

*Abstract (in Language of Presentation) :*

A inicios de la década de los treinta se reguló en Uruguay el uso de las "libretas de profesores". Eran libritos de formularios encuadernados en los que los profesores de enseñanza secundaria registraban las lecciones dictadas y el desempeño de los estudiantes. Versiones más modernas continuaron utilizándose hasta que se implementó hace un par de años la libreta en formato digital. La libreta supuso una modalidad de registro diferente de la utilizada en las escuelas primarias, donde las maestras confeccionaban con mayor libertad y en forma artesanal su propia planificación. La materialidad de un objeto tan humilde como ese cuadernillo de papel impreso, de uso exclusivo del profesor, podría parecer insignificante en el espacio escolar. Sin embargo, pautaba los tiempos y actividades de clase: la transición entre lecciones, el momento de la "interrogación". Era parte de la rutina de los profesores y guardaba los registros que destinaban para los alumnos un verano de vacaciones o el sufrimiento de los exámenes. Las libretas comenzaron a ser fiscalizadas en forma sistemática junto con la creación del cuerpo de inspectores en 1930 y se transformaron en un elemento clave para fundamentar las designaciones de profesores. Su implementación respondió a modificaciones en el sistema de pasaje de grado de los estudiantes, con lo que se buscaba tener en cuenta el desempeño a lo largo del año y no solo los exámenes finales. Su uso se vincula entonces con la influencia de ideas escolanovistas, la redefinición de los fines de la enseñanza secundaria y la valoración del profesor como un educador y no solo como un especialista en la disciplina que enseñaba. La introducción de las libretas fue resistida por los profesores. Algunos las interpretaron como un instrumento de control de las autoridades de enseñanza sobre los profesores, otros como una tarea burocrática y agotadora. Los docentes pusieron en juego distintas estrategias, en ocasiones proponiendo alternativas que combinaban su experiencia de enseñanza y una reflexión pedagógica. En la ponencia analizamos qué concepciones sobre la enseñanza estaban detrás de la difusión de la libreta del profesor, qué efectos se esperaba que tuvieran, cómo fueron recibidas por los profesores, y cómo la práctica de llenar las libretas se convirtió en parte de lo que significaba ser profesor de secundaria. Desde el punto de vista metodológico, nos enfrentamos a la dificultad de hacer la historia de un objeto sin vestigios materiales, ya que las libretas no se conservaron en los archivos. De todas formas contamos con descripciones que nos permiten reconstruir su materialidad, así como con huellas de algunos de los conflictos que generaron. La historia de las libretas de profesores funciona como vía de entrada para estudiar el proceso de construcción de una enseñanza secundaria de alcance nacional, fiscalizada centralmente no solo en sus resultados sino desde la enseñanza en el aula, en un contexto en que no se contaba aún con instituciones de formación de profesores y éstos provenían de trayectorias muy diversas.

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*Keywords:* educationalization, efficiency, educational technique, reform efforts, technological optimism

**I Have The Mind... (Educational) Techniques Towards Ever Greater Efficiency**

Bernhard Hemetsberger<sup>1</sup>, Jil Winandy<sup>2</sup>

<sup>1</sup>University of the Federal Armed Forces Munich, Germany; <sup>2</sup>Ministry of Education Luxembourg

International comparative studies (e.g. PISA or TIMSS) and American high-stake tests (e.g. SAT or NAEP) see the schools' main task in the mediation of fundamental, standardized core competencies that help pupils to comprehend and discover the world and allow them to carry out their specific societal role as future citizens (Nichols/Berliner 2007; Labaree 2011). They generally draw on a range of different indicators to describe the quality of education and schooling. Following the discovery of inconsistencies, weaknesses or even inefficiencies within education systems, the tools are used in a primarily political way, addressing the wider social and economic political agenda (Bridges 2008; Steiner-Khamsi/Waldow 2018). In doing so, it is not unusual for political and educational-philosophical debates and reform efforts to let the very idea of education and human culture fade into the background (Hopmann 2008). In quest of social improvement, both, imagined and real social problems were – and oftentimes still are – transferred into the realm of education, charging educational



institutions and actors to resolve the detected issues. A certain „technological optimism“ whose origins date back to the period of the Enlightenment (see e.g., March 1975), is transferable from the economy/industry to the field of pedagogy and clearly observable (see e.g., Callahan 1962). Focusing teachers, their competencies and efficiency, as well as the applied teaching method(s), methodical and didactical instructions as „technique“ to teach and educate useful citizens, this contribution seeks to portray how the latter have grown historically, yet needed to permanently be adapted. In the course of the 19<sup>th</sup> century, and essentially with the recognition of public schools as the increasingly sole and ‘real’ educational institution, systematically trained teachers have become guarantors for a school system’s quality and efficiency – using specific method books and embracing the use of defined grading criteria. This will be shown on selected, mostly German sources in the realm of major school reform initiatives (e.g. 1774, 1806, 1849 and 1867). In this connection, it has become more and more common to charge governmental authorities with the assessment, monitoring and controlling of the teachers’ performance, e.g. the efficiency of their educational action. Hence, from the nationalization of schooling by the end of the 18<sup>th</sup> and throughout the 19<sup>th</sup> century, and different reform movements, not only the teachers’ role, but also the supervision of schooling has undergone tremendous changes (see e.g. Caruso 2013). The adaptations can – once more – be considered as (control) „techniques“ that should lead to an increase of professionalism and more efficient educational action in a given situation.

The presentation aims at highlighting the teacher’s role in these struggles for efficient educational action at a time when the idea of public schooling was becoming a common life experience for a growing number of school-aged children in German-speaking areas.

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*Keywords:* University, past futures, globalist imaginary, local grammar

## **Imagining the Future of the University. The Language of Globalism and the Persistence of Local Grammars.**

Hans Schildermans

University of Vienna, Austria

Nowadays, the future of the university and the question how universities can contribute to the social good is a pressing concern for several actors (e.g., EU, UNESCO, OECD) that try to lay claim on our imagination of higher education (Barnett 2013; Facer 2021). What resonates throughout these debates is a kind of triangular reciprocal articulation between certain “ideas of the university”, imaginations of the future, and conceptions of the people. This means that ideas of the university are put forward to accommodate the perceived needs of the people to realize a particular vision of the future. In that sense, the university is being defined as a prime actor in national and transnational policy processes that try to avert the feared dangers of possible but undesirable futures and to make an imagined desired future real (Depaepe & Smeyers 2008; Tröhler 2020: educationalization of social problems). Strikingly, these imaginations of the future university do not seem to have the success that reformers hoped for when implemented in the institutions and the practices of university education. This corresponds to an age-old problem in educational policy, namely the “resistance” of organized educational practice to attempts of reform. The “grammar” of educational institutions and practices manages persistently to absorb and level out reform by relying on powerful cultural constructions of these institutions and practices that are sedimented in the collective consciousness (Tyack & Tobin 1994). More in particular, this incongruity between policy vi-

sions of university education and institutional and practical memory seems due to a particular globalist perspective on university education. This globalist perspective has managed to seize hold over how not only policy-makers, but also many academics imagine university education, although it seems slightly out of touch with educational institutions and practices (Tröhler 2022).

The language of globalism seems to assume the existence of an isomorphic global higher education space. The globalist view of university education takes for granted a kind of wholeness that symbolically incorporates individual institutions into a global system and thereby tends to neglect the particular histories of these institutions and the relations of conquest and colonization that brought many of these institutions into being. Therefore, there seems to be a discrepancy between the globalist imagination of the university and the realities of local grammars of university education. In that sense, the globalist view of university education turns a blind eye on the local, the regional, and the national as vital dimensions in the making of a university on a practical level (Nelson & Wei 2012). This presentation sketches the outlines and theoretical framework of a research project based on comparative-historical case work that delves into the past futures of the university to analyze how in particular historical milieus various conceptions of the university and its future have been affirmed, negotiated, or resisted and how new 'ideas' of the university have been enacted, often on a very practical and a very local level.

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*Keywords:* Book exhibitions, Children's literature, Jella Lepman, Germany, WWII postwar reconstruction

### **Jella Lepman's traveling book exhibitions in after World War II Germany (1946-1949)**

Cristina Gumirato

Catholic University of the Sacred Heart of Milan

Historical-educational studies still lack an in-depth analysis of exhibitions and shows. However, thanks to the blend of visual, textual, material and structural aspects that account for the hybrid nature of these events, they have the power to affect significantly the systems, policies, and the educational and cultural practices of the context in which they take place, by defining and modifying the collective imagination of the audience. In the aftermath of the second world conflict, the Allies' effort to liberate Western Europe from totalitarianisms relied on weaving a cultural fabric around democratic values: exhibitions proved useful for such task. The promotion of reading amongst the wider public and the reconstruction of public libraries registered ongoing changes in the habits and needs of European readers.

It is on these grounds that Jella Lepman (1891-1970), writer and journalist, set up in Germany her traveling exhibitions of international children's books, from 1946 to 1949. The propelling visionary force of her project lied in the ability to give concreteness to the effort of educating young Germans to the new democratic and pacifist values: through books as "messengers of peace", connections among very different cultural experiences could be built. The present research aims to reconstruct the history of Jella Lepman's exhibitions by analysing the quantitative and qualitative data regarding the works displayed as well as the available information on the impact these endeavours had on young visitors. The archival collection stored at Munich's Jugendbibliothek shows how extraordinarily modern the choices of the exhibiting materials and of the educational projects were - ranging from puppets to shadow play and loud readings, among others. In addition, the analysis of the archival material allows to understand the educational choices taken in order to invite children to engage with the books displayed, in spaces specifically tailored for them. Jella Lepman's traveling exhibitions laid the foundations for Munich's Jugendbibliothek in 1949. They constituted a landmark showing how culture might become an experience to be lived, to share values and dialogue with other cultures, making young readers protagonists in Europe's process of democratic renewal beyond nationalisms.

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## A6 08.1: SYMPOSIUM

### Concepts, Problems and Joins around Secular and Laic Education in the History of Schooling

#### PART 2

*Keywords:* Secularization, Laic, Transnational, Catholic, State

*Session Chair:* **Bruno Poucet**, Université de Picardie Jules Verne

*Session Chair:* **Maria Adelina Arredondo Lopez**, Universidad Autónoma de Morelos

This symposium builds on the trajectory of the Special Working Group *History of Laic Education: Concepts, Policies and Practices around the World* (ISCHE 2016-2021). It gathers scholars' contributions from different countries that have studied the diversity of processes and conditions that made the transition from a religious to secular or laic education possible. The symposium aims to open a reflection on the issues of secularism by resolutely integrating a transnational dimension. We take secularism as an object of circulation and debate that runs through school systems. Indeed, national education systems' configuration has resulted from nonlinear processes, which accompanied the creation of the modern State, the development of capitalist production and the expansion of urbanization and market economy. The Nation States have assumed the function to educate the citizens and sometimes built an absolute monopoly on formal education in societies. For that purpose, limits between the role of the State and the civil society had to be delimited -chief among them the role of religious instruction. Secularization and laic education have been part of the States empowerment, although with different modalities, degrees, advances, and backward movements and facing diverse adversaries. Against the conflicts aroused by creed or religion, laic education became a principal and a desirable model to the interior of the nations and in international and transnational organizations. In many countries, secularization firstly led to separate public education from Church, secondly, to omit all religious instruction, cults, and symbols in the educational system, and thirdly, in the most radical models, to prohibit, penalize, and forbid any religious contents, pedagogical means, symbols, cults, persons, institutions, and financial or material resources related to any Church or religion in public education in all its grades and

levels. This symposium addresses the circulation of secularisation in the countries under Catholic tradition (Argentina, Brazil, Colombia, France, Mexico) between the nineteenth and twentieth century. The papers revolve around the history of laic education, including discussions on terminology and theories, educational philosophy, national systems principles, political and law frames, curriculum changes, educative agencies and subjects fighting for schooling control regarding advances and backwards in laic education. The symposium's overall theme is concepts, problems, and joints around secular and laic education in schooling history. The organizers are Felicitas Acosta (Argentina), Bruno Poucet (France), Adelina Arredondo (Mexico) and consists of three panels, each hosting three or four presentations, a discussant, and a chair: Panel one: problems around defining concepts and explaining how it is possible to build a transnational history on secularization and laic education. Panel two: explores the building of secularism together with educational systems between the nineteenth and twentieth century through the cases of Argentina, Brazil, Mexico, and Colombia. Panel three: examines the resistance encountered in the implementation of the principle of secularism in the configuration and expansion of educational systems in Mexico and France. All the papers included in the symposium explore archival collections in the different countries mentioned above. The symposium's methodology aims to compare, go beyond the specificities of each country and lead to a transnational perspective on the matter.

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### *Presentations of the Panel*

#### **Religious Instruction at the Origins of Secondary Schools in Argentina: Between State Intervention and Self-dissolution (End of the 19th Century)**

**Felicitas Acosta**

Universidad Nacional de General Sarmiento

The history of education in Argentina usually considers the enactment of Law 1,420 in 1884 the legislative victory that ushered in *laïque* schooling in the country. While the scope of that law was limited in terms of territory and it did not explicitly enact *laïque* teaching in public primary schools, it did prohibit religious instruction during school hours. Yet, the development of *laïque* education in public secondary schools in Argentina has not been studied in depth. Studies of the origins of public secondary schooling in Argentina usually consider as inaugural moment the creation of the first public secondary school run by the national government (*colegios nacionales*) in 1863. Indeed, that year did witness the beginning of the development of a network of national schools in several provinces based on a similar institutional model, a network sustained by the national government. There were throughout Argentina, however, institutions that performed functions like those later performed by the *colegios nacionales*, some of which were later turned into schools of that sort. At these institutions, religion was part of students' daily life and of the curricula. As *colegios nacionales* were created and those earlier institutions turned into institutions of that sort, religion was gradually displaced in curricula; religious practices, on the other hand, tended to fade at a different pace. The aim of this paper is to examine the creation of *colegios nacionales* with a focus on the evolution of religious practices. In particular, our interest is to understand the causes of its eventual dissolution in the conjunction between state intervention and the construction of other ways of legitimizing the knowledge to be transmitted. The hypothesis is that, at the *colegios nacionales*, the source of legitimation for institutional regulations was displaced from religious practice to knowledge and information. Nevertheless, this change was supported by the development of the state apparatus and its early and growing interest in creating institutions aimed at training its agents and government elites. This work looks at primary and secondary sources. The former include the curricula and rules at four institutions created before 1863 that were later turned into *colegios nacionales* together with the curricula and rules at the first national schools and the reports of their rectors. The secondary sources consist of studies of the organization of those institutions as well as autobiographical novels by former students at them. The period covered goes from 1863 to 1890. The analysis of both primary and secondary sources will provide information to study the changes and the continuities in forms of institutional organization specifically in terms of the place of religious practices. Such an analysis is paramount to understanding how those practices intersected with others in which knowledge became the centre of the institutional model. It will also provide deeper knowledge of the configuration of the Argentine educational system and its relationship to the process by which laicism expanded.



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## **Transitions from Liberal Education to Secular Education in Argentina, Brazil and Mexico**

**Alejandro Ortiz Cirilo**

Universidad Pedagógica Nacional

Secularization processes are among the most significant changes that have taken place in Latin American societies. The separation of State and Church was one of the most transcendental changes in Latin America. Between 1862 and 1912, positivism legitimized the construction of nation-states. During this period, the social Darwinism advocated by Herbert Spencer and the new social science proposed by Auguste Comte, which was based on the study of the laws of historical development, prevailed culturally. In this context, countries such as Argentina, Brazil and Mexico began to discuss the ideas of positivism, adapting them to local conditions to respond to specific problems in each country. In this way, Latin American thinkers interpreted the postulates of positivism in different ways to legitimize the new political orders. This paper will problematize the particularity of the changes generated in each of the countries mentioned following their historical trajectory, as well as the influence that positivism had in each context. Finally, a brief review of the changes in education after establishing legal and institutional frameworks in which the Catholic religion ceased to be the centre of all teaching is mentioned.

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## Between Laic and the Clerical: Narratives and Representations about Public Schools in Colombia (First Half of the 20th Century)

*Entre lo Laico y lo Clerical. Narrativas y Representaciones sobre las Escuelas Públicas en Colombia (Primera Parte del Siglo XX)*

Luis Alfonso Alarcón Meneses  
Universidad del Atlántico

During the first half of the 20th century, Colombian national and local life was characterized, as in Latin America as a whole, by the presence of a political narrative around the role that public schools should play in the formation of citizens. In addition, these narratives accounted for representations around the need to promote a secular education and the role of religion in the construction of a «virtuous and respectful of divine laws» citizen. These speeches circulated simultaneously in the press and often ended up fueling the confrontation between liberals and conservatives that would end in the so-called «Colombian Partisan Violence.» The narratives between the secular and the clerical spread through various media: the press, patriotic commemorative spaces, political speeches, the word of the teacher and primarily through school textbooks. This paper deals with the presence and meaning these narratives had in school textbooks and the educational press in the country during the first half of the 20th century.

School textbooks during the first half of the 20th century, like the written press, reached an essential political significance; indeed, they could influence Colombian society. And it is that school textbooks, especially those of history and social sciences, became for the time a critical political mechanism that affected the Colombian population from the school space to the point that it encouraged the passions and political feelings of those who the violence of the first half of the 20th century was fueled. Likewise, the discourses and representations about the secular and the clerical influenced the modelling of the image of the other, as well as the search for the homogeneity dreamed of by the national leadership, which ignored the cultural and regional diversity of the country, a diversity that also it was present in the schools. As a result, the same schools became scenes of disputes between two visions of the country.

*Paper Abstract (in Language of Presentation):*

Durante la primera mitad del siglo XX, la vida nacional y local colombiana estuvo caracterizada, al igual que en el conjunto de Latinoamérica, por la presencia de una narrativa política en torno al papel que debían jugar las escuelas públicas en la formación del ciudadano, narrativas que daban cuenta de representaciones en torno a la necesidad de fomentar una educación laica, pero también del papel que jugaba la enseñanza de la religión en la formación de un ciudadano «virtuoso y respetuoso de las leyes divinas». Estos discursos circulaban simultáneamente en la prensa de la época y muchas veces terminaron alimentando el enfrentamiento entre liberales y conservadores que terminaría en la llamada «Violencia Partidista colombiana». Estas narrativas entre lo laico y lo clerical se difundieron a través de diversos medios: la prensa, los espacios conmemorativos de carácter patriótico, los discursos políticos, la palabra del maestro y en especial por parte de los manuales escolares. Esta ponencia se ocupa de la presencia y el significado que esta narrativa tuvo en los manuales escolares y en la prensa educativa que circularon en el país durante la primera mitad del siglo XX.

Los manuales escolares durante la primera mitad del siglo XX, al igual que la prensa escrita, alcanzaron una importante significación política; en efecto estos tenían la capacidad de influir en la sociedad colombiana. Y es que los textos escolares, en especial los de historia y ciencias sociales, se convirtieron para la época en un importante mecanismo político que influyó desde el espacio escolar en la población colombiana, al punto que incentivaba las pasiones y los sentimientos políticos de los que se alimentó la violencia de la primera mitad del siglo XX. Igualmente los discursos y las representaciones sobre lo laico y lo clerical influyeron en la modelación de la imagen del otro, así como a la búsqueda de la homogeneidad soñada por la dirigencia nacional, lo cual desconocía la diversidad cultural y regional del país, diversidad que también estaba presente en las escuelas, las mismas que se convirtieron en escenarios de disputas entre dos visiones de país.

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## A6 08.2: PREFORMED PANEL

### Educational Technologies, National Identity and Transnational Circulation. Practices and Teaching Materials in Italian Ethnic Schools in Brazil (1875-1930)

*Keywords:* School objects, School books, Italian ethnic schools, transnational circulation, Brazil

*Chair and discussant:* **Juri Meda** (Università degli Studi di Macerata)

In the late 1880s, the Italian government reorganised the school policy for Italians abroad. The schools, defined first as colonial schools and then as Italian schools abroad, were aimed not only at ensuring the basic schooling of the children of Italians living outside Italy, but also at strengthening national identity. The political project within which the renewal of school policies outside the national borders was placed aimed at relaunching national education to support the design of an international policy of greater power and prestige, including the commercial one. In order to achieve this aim, the government not only reorganised the school and teaching system, but also wanted to favour the development of schools abroad through the distribution and circulation of the school materials needed to accompany the changes in the school curriculum. Within this perspective, the panel intends to investigate how the «educational technology» became part of a strategy oriented to the «identity reinforcement» that involved and touched spaces, didactic aids and subjects, the teachers, destined to animate the didactic practices in the migratory contexts. The panel focuses its attention on different scales in order to verify the presence of that transnational circularity of ideas, movements, pedagogical and school educational experiences, material cultures and practices, which connoted the multiple forms of migrants' education overseas. On the one hand, it aims to shed light on the experience of schooling among migrants and colonial nuclei abroad, in a specific context, that of Italian colonial or ethnic schools established in Brazil. The contributions intend to highlight different aspects of the problems related to the use of educational technologies in the period between the beginning of the great migration and the fascist regime in Italy and the end of the Empire and the beginning of the Vargas era in Brazil. The presentation will focus first of all on the reconstruction of the problems raised by the circulation and distribution of school materials. Textbooks, alphabets, abacuses, Pythagorean tables, national flags, portraits of the monarch and the queen, or of the Duce, and wallpapers were the object of constant dialectic between consular and ministerial authorities, between ministerial officials and publishing houses, between consular authorities, exponents or managers of colonial or emigration nuclei and teachers involved in teaching practices. The importance given to the objects in use in teaching practices for the maintenance and promotion of the national identity character emerges from this exchange. But which aids and objects travelled in a transnational sense? And which were the school publishers involved in this process of transnational distribution? How did the type of «technology» change in different national political contexts? In the exploration of the material history of teaching, a comparative analysis of the approaches of the teachers, the methods and tools used in the teaching practices applied in the respective countries become relevant. Who were the teachers in these schools? What characterised their teaching culture? How did the broadening of the use of teaching tools and the management of teaching practices accompany the development of a greater degree of professionalisation of the teachers? From the poor and meagre reports of the first teachers, often migrants themselves, who practised their activity in the colonial nuclei, it moved on to the request and use of instruments more in line with ministerial requirements such as report cards, class diaries, school chronicles, grade sheets, class registers, school chronicles, exam registers, enrolment registers, visit reports, final reports. The panel intends, according to a transnational study perspective, also to shed light on the profiles of some experiences in the specific Italian or Brazilian context of São Paulo or Rio Grande do Sul.

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#### *Presentations of the Panel*

### **Objects travelling for Italianness. Educational material and circulation in Italian ethnic schools in Brazil between the 19th and 20th Centuries**

*Objects travelling for Italianness. Educational material and circulation in Italian ethnic schools in Brazil between the 19th and 20th Centuries*

**Alberto Barausse**

University of Molise, Italy

In the period between the great emigration and the beginning of the 1930s, numerous Italian schools were set up in many Brazilian states. Thousands of children of Italian emigrants attended the schools promoted by settlers or emigrants or by the various forms of associations, both secular and religious, present in the State. These schools, which initially sprang up spontaneously, were structured and stabilised during the late 19th and early 20th centuries, also thanks to the financial support provided by the Italian government. In addition to financial subsidies, the political and ministerial authorities undertook to provide the colonial nuclei and the emigrant groups settled in the urban contexts with the necessary school materials to ensure teaching activities. The contribution intends to examine, first of all, the complex dynamics that accompanied the distribution and circulation of educational material. In particular, it will highlight the dialectic between the Ministry of Foreign Affairs, the consular authorities and the representatives of the Italian migrant groups themselves. Drawing on completely unpublished archival sources, it will be possible to document the problems that emerged from the distribution of the material, with particular reference to the role played by the consuls and associations. The analysis of the documentation is then aimed at highlighting the type of school material requested and distributed in the schools. Textbooks, alphabets, abacuses, Pythagorean tables, national flags, portraits of the monarch and queen, or of the Duce, and wallpapers, to name but a few, were the object of constant dialectic between consular and ministerial authorities, between ministerial officials and publishing houses, between consular authorities, exponents or managers of colonial or emigration nuclei and teachers involved in teaching. The transoceanic exchange of correspondence highlights the importance attributed to the objects in use in teaching practices as a function of maintaining and promoting national identity. The scholastic material requested and distributed underwent an evolution and there were different subjects involved in the distribution. In the first decades of the great emigration and colonisation of rural areas in Brazil, school material was poorer and more limited and its distribution was ensured by the efforts of the more organised and structured publishing houses such as G.B. Paravia of Turin. But in those marked by the Italian experience of the regime, more recourse was made to the world of scholastic publishing present on the international market by publishers such as Vallardi, Bemporad, Luigi Trevisini, the Istituto Geografica De Agostini and Mondadori, Libreria Salesiani Editrice. These publishers made use of the Ministry of Foreign Affairs, consular authorities and national associations for the defence of Italian culture abroad, such as the Dante Alighieri Society or the Federazione Italica Gens, to ensure the supply of school material, which became richer, as well as the «patriotic books», also the teaching aids used in the schools of Fascist Italy, from the board of weights and measures to the wall paintings of hygienic propaganda and various notions, to the mobile alphabet, up to the school radio and the prize medals and the request for the *Bollettino della Vittoria*.

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### **Educational Tools and Material History of Teaching in Italian Schools Abroad in the Late Nineteenth and Early Twentieth Century**

*Educational Tools and Material History of Teaching in Italian Schools Abroad in the Late Nineteenth and Early Twentieth Century*

**Michela D'Alessio**

University of Basilicata

Drawing on a variety of printed sources (books, commercial catalogs, reports), the contribution aims to highlight some of the paths taken “for the increase of Italianness” among the children of expatriates, in the guidelines of the Italian government at the end of the nineteenth century. Starting, in fact, from the conviction that the school constituted “a high political interest of Italy” and “the most powerful means of strength and cohesion of [its] colonies”, in several places, in the parable that runs towards the twentieth century between conventions of the teachers of the Italian schools abroad and other moments of associative life, emerges in the social conscience the strong push for the state institutions beyond the national borders to receive means and care “to intensify the educational influence” also going into the ways entrusted to the material instruments of education used beyond the seas of Italy. Aim of this contribution is therefore to present some of the “educational technologies” for the strengthening of the feeling of being Italian that transited in and from Italy to the scholastic shores overseas. Among the didactic tools that received awards in the pavilions of the Italian General Expositions, there is, for example, the alphabetiere mobile of the teacher Parini (1884), while the Colarossi’s manual of objective lessons (1911) collects the transformations of the programs for the elementary regency schools and in the migratory contexts for the learning of the Italian language. Then there are the didactic aids and the objects produced by the publishing houses. But there are also some awards received by Italian schools abroad, as tangible evidence, in the motivations of the jury in important national exhibition spaces, of the practical results of work obtained in conjunction with pedagogical and didactic innovations (including manual labor at the end of the century) bent to local needs or with the accentuation of the “patriotic note”, addressed to the glories of Italy, to the Royals, to the tricolor flag, to the national holidays, to the spoken language, to that “spirit of Italianness” appreciated in the educational work of the teachers in the schools of Constantinople rather than of Buenos Aires, as long as they all “conform their discipline to the education of national sentiment”. A radial glance, therefore, on the educational materiality, in the cultural, commercial, social dimension, of the didactic objects in a broad sense, in the transnational network of political and scholastic modernization between the two centuries: on the economic production processes that accompanied the development of Italian schools abroad thanks to the “didactics of the publishers”, of those Italian companies with a greater vocation for scholasticism, including books and up-to-date supplies; on the circulation and dissemination in places and public exhibitions of such pedagogical tools; on their didactic use, entrusted to the teachers and their special teaching “for life and with practical and modern criteria” as well as for effective results “to the effects of the spread of the language”, but even more ideally “to the effects of patriotic education” .

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### **School Material Culture and Teaching Practice in the Mutual Aid Society School Regina Margherita (Bento Gonçalves/Rs, 1882 - 1907)**

*Cultura Material Escolar e Prática Docente na Escola da Sociedade de Mútuo Socorro Regina Margherita (Bento Gonçalves/Rs, 1882 – 1907)*

**Terciane Ângela Luchese**

Universidade de Caxias do Sul

Between the end of the 19th century and the first two decades of the 20th century, the intense process of immigrants entering Brazil produced several changes, among which, the constitution of schools characterized as ethnic by the language used and the ways in which they operated in their daily. As a cut for the analysis, I investigate the teachers, their practices and the materials mobilized when working in the school linked to the Sociedade de Mútuo Socorro Regina Margherita, established in 1882 in the Dona Isabel colony, later the municipality of Bento Gonçalves. The time frame covers the period from 1882 when the Society was created to 1907 when the professor and consular agent Luigi Petrocchi stopped teaching. Based on the contributions of the History of Education and Cultural History, I proceeded to the historical documentary analysis of an empirical corpus composed of minute books of the Society, laws, correspondence, reports, photographs and newspapers. I consider that emigrants are the first experiences in the territory of the 'Motherland', a space where they learn values, habits, customs, religious and cultural traditions that produce a way of being in the world. When crossing borders, new ways of living and coexisting confront each other in the 'Homeland of destiny'. Through difference, they establish negotiations, conflicts, tensions and reinvention of traditions in cultural dynamics that are re-configured in time and space. When thinking about these people in displacement, the importance of considering the historical contexts beyond national borders is configured. Amid the successive waves of immigrants from the Italian peninsula who came to Brazil, there were teachers with training, but also immigrants who, with what they knew, became teachers. The practices and ways in which they produced marks in the school process can be understood by crossing documents between the Italian and Brazilian contexts, allowing to complexify and deepen the understanding of the history of schooling among 'Italian' immigrants in Brazil. In the first years, we found the record, for example, of the receipt of books sent via the consulate and which, in addition to subsidizing the Society's school, also supplied, in part, the ethnic schools that emerged in different communities in the surroundings. Books were valued and despite being simple editions, they were important for that context. Among the teaching materials that circulated, most were printed in Italy and sent to Brazil, but there were also printed books in Brazil. I think of ethnic schools as unique initiatives, as they were relevant spaces for socialization, learning and configuration of identity processes. Therefore, an analysis that looks at the history of education, in a transnational way, between Brazil and Italy, from the presence of subjects who acted as teachers, their practices and the materials they mobilized to teach.

*Paper Abstract (in Language of Presentation):*

entre o final do século XIX e as duas primeiras décadas do século XX, o intenso processo de entrada de imigrantes no Brasil produziu diversas mudanças, dentre as quais, a constituição de escolas caracterizadas como étnicas pelo idioma utilizado e modos como operavam em seu cotidiano. Como recorte para a análise, investigo os professores, suas práticas e os materiais mobilizados ao atuarem na escola vinculada à Sociedade de Mútuo Socorro Regina Margherita, constituída em 1882 na colônia Dona Isabel, posteriormente município de Bento Gonçalves. O recorte temporal abrange o período de 1882 quando foi criada a Sociedade até 1907 quando o professor e agente consular Luigi Petrocchi deixou de lecionar. Pautada nas contribuições da História da Educação e História Cultural procedi à análise documental histórica de corpus empírico composto por livros de atas da Sociedade, leis, correspondências, relatórios, fotografias e jornais. Considero que o emigrado constitui as primeiras experiências no território da 'Pátria-Mãe', espaço em que aprende valores, hábitos, costumes, tradições religiosas e culturais que produzem um modo de ser no mundo. Ao atravessar fronteiras, novos modos de viver e conviver se confrontam na 'Pátria de destino'. Pela diferença, estabelecem negociações, conflitos, tensões e reinvenção de tradições nas dinâmicas culturais que se reconfiguram no tempo e no espaço. Ao pensar essas pessoas em deslocamento se configura a importância de ponderar os contextos históricos para além das fronteiras nacionais. Em meio às sucessivas levas de emigrados da península itálica que vieram para o Brasil, havia professores com formação, mas também emigrados que com o que sabiam tornaram-se professores. As práticas e os modos como produziram marcas no processo escolar, podem ser compreendidas cruzando documentos entre o contexto italiano e o brasileiro, permitindo complexificar e aprofundar a compreensão da história da escolarização entre imigrantes 'italianos' no Brasil. Nos primeiros

anos localizamos o registro, por exemplo, do recebimento de livros enviados via consulado e que além de subsidiarem a escola da Sociedade, também abasteciam, em parte, as escolas étnicas que emergiam em diferentes comunidades no entorno. Os livros eram valorizados e apesar de edições simples, foram importantes para aquele contexto. Dentre os materiais didáticos que circularam, a maioria era impresso na Itália e enviado para o Brasil, mas também houve livros impressos no Brasil. Penso as escolas étnicas como iniciativas ímpares, pois foram espaços relevantes de socialização, aprendizagem e configuração de processos identitários. Portanto, uma análise que olha a história da educação, de modo transnacional, entre o Brasil e a Itália, a partir da presença de sujeitos que atuaram como professores, suas práticas e os materiais por eles mobilizados para ensinar.

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### **School Books for the Italian Elementary School on Two Sides of the Atlantic between the 19th and 20th Centuries**

*Os Livros Escolares para a Escola Elementar Italiana nos Dois Lados do Atlântico entre Séculos XIX e XX*

**Claudia Panizzolo**

Universidade Federal de São Paulo

Between the final decades of the 19th century and the first three decades of the 20th century, it is possible to find signs of distribution and circulation of Italian books among immigrants and their descendants. Syllabaries, textbooks, religion, arithmetic, history, geography, songs, literary excerpts, among others that followed the Italian curriculum, crossed the Atlantic to be adopted in Italian schools in São Paulo, which were maintained by the students' families and relied on subsidies in books, materials and money sent by the Italian government. This text aims to understand the educational policies, production, circulation and distribution of school books for the peninsula and Italian schools abroad between the end of the 19th century and the beginning of the 20th century. Anchored in the references of Cultural History and History of Education and mobilizing the conceptual corpus, especially Chartier's, about production and representation, the procedures, instruments, sources and directions of analysis were defined. A documental analysis takes as a priority the books authored by Giovanni Soli, by 'Libreria Editrice E. Trevisini', located in Milano - Italy, authorized to be adopted in schools in different regions of Italy and sent to Brazil, specifically to São Paulo, in addition to reports from consuls, offices, dispatches, ministerial circulars and yearbooks of Italian schools. The syllabary, the textbook, the school book, the textbooks, the graded series (terminology that changes over time and due to the material structure itself) are understood as privileged sources for the History of Education because they are situated at the intersection between the prescriptions imposed by the official programs and the unique speeches of the professors. School books can be taken as educational technologies that produce meaning, as cultural tools that establish links between mental structures and social figurations. Books for school purposes also allow the understanding of the process of symbolic production of a civilizing project, which takes place through the edition and circulation of books, and which favors, through reading, a set of dispositions aimed at imitation. and learning from a corporate matrix. Books contain the elementary knowledge of reading, counting and writing, as well as the standards of conduct to be followed by children. In this way, the question is what are the policies adopted by the Italian government for sending subsidies to Italian schools? What are the criteria adopted for the selection of books to be sent, as subsidies to the elementary school? And, specifically regarding Giovanni Soli's books, what is their structure, their contents and in what ways do they operate as a link between emigrants and the Italian Peninsula?

*Paper Abstract (in Language of Presentation):*

Entre as décadas finais do século XIX e as três primeiras décadas do século XX é possível encontrar indícios de distribuição e circulação de livros italianos entre os imigrantes e seus descendentes. Silabários, livros de leitura, de religião, de arit-

mética, de história, de geografia, de cantos, de excertos literários entre outros que seguiam o programa curricular vigente na Itália atravessaram o Atlântico para serem adotados nas escolas italianas em São Paulo, que eram mantidas pelas famílias dos alunos e contavam com os subsídios em livros, materiais e dinheiro enviados pelo governo italiano. Este texto tem por objetivo compreender as políticas educacionais, a produção, a circulação e a distribuição de livros escolares para a península e escolas italianas no exterior entre fins do século XIX e início do século XX. Ancorado nos referenciais da História Cultural e História da Educação e mobilizando o *corpus* conceitual, em especial de Chartier, acerca da produção e representação foram definidos os procedimentos, os instrumentos, as fontes e as direções de análise. A análise documental toma como fonte privilegiada os livros de autoria de Giovanni Soli, pela *'Libreria Editrice E. Trevisini'*, situada em Milano - Itália, autorizados a serem adotados nas escolas de diversas regiões da Itália e enviados ao Brasil, especificamente para São Paulo, além de relatórios de cônsules, ofícios, despachos, circulares ministeriais e anuários das escolas italianas. O silabário, o livro texto, o livro escolar, o livro de leitura, a série graduada (terminologia que se altera ao longo do tempo e pela própria estrutura material) são compreendidos como fontes privilegiadas para a História da Educação por situar-se no entrecruzamento entre as prescrições impostas pelos programas oficiais e os discursos singulares dos professores. Os livros escolares podem ser tomados como tecnologias educacionais que produzem sentido e significado, como utensílios culturais que estabelecem elos e vínculos entre as estruturas mentais e as figurações sociais. Os livros com destinação escolar permitem ainda a compreensão do processo de produção simbólica de um projeto civilizatório, que se dá pela via da edição e circulação de livros, e que favorece por meio da leitura que seja colocado em ação um conjunto de disposições voltadas à imitação e ao aprendizado a partir de uma matriz societária. Os livros comportam os saberes elementares do ler, contar e escrever, bem como os padrões de condutas a serem seguidos pelas crianças. Dessa forma, pergunta-se quais as políticas adotadas pelo governo italiano para o envio de subsídios para as escolas italianas? Quais os critérios adotados para a seleção dos livros a serem enviados, como subsídios à escola elementar? E, especificamente quanto aos livros de Giovanni Soli, qual a sua estrutura, seus conteúdos e de quais modos operam como elo entre os emigrantes e a Península Itálica?

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### **B3 08.1: Transnational Influences on Female Education in Germany and Greece**

*Session Chair:* **Kay Whitehead**, University of South Australia

*Keywords:* Vocational education for young women, periodicals, transnational perspective, 19th century

#### **Vocational Education for Young Women: a Transnational Problem in the Second Half of the 19th Century**

**Christine Mayer**

Universität Hamburg, Germany

The public debate about vocational education and employment for middle-class women began in Germany around 1865. The social and structural changes imposed by accelerating industrialisation changed the terms of middle-class life, and families were increasingly no longer able to provide for their adult daughters in the traditional way. Marrying for purely economic reasons was increasingly precarious, and women of the middle classes had few socially acceptable options of gainful employment other than becoming teachers or governesses – the two fields that the majority of working middle-class women entered. The discourse on the issue of training and employment for women in Germany were not nationally isolated phenomena, but clearly point to transnational connections. A key impulse for developments in Germany was provided by the *Society for Promoting the Employment of Women* founded in 1859 in London. This organisation promoted vocational training and provided employment opportunities for middle-class women as early as the 1860s and inspired the founding of the Berlin *Verein zur Förderung der Erwerbsfähigkeit des weiblichen Geschlechts* (Association for Promoting the Employment of Women; later renamed the *Lette-Verein* after its founder) and the Hamburg *Verein zur Förderung weiblicher Erwerbstätigkeit* (Association for the Promoting of the Employment of Women) in 1866. These would in turn inspire many local foundations in German cities. Local networks were activated to establish schools (such as the



*Gewerbeschule für Mädchen* [Trade School for Girls] in Hamburg in 1867) aiming to offer young women improved general and vocational education and thus expand their employment opportunities. In 1869, these organisations joined in the nationwide *Verband Deutscher Frauenbildungs- und Erwerbs-Vereine*. The founding of the Viennese *Frauen-Erwerb-Verein* in 1866 marks the beginning of a similar development in Austria-Hungary. Associations were formed e.g. in Prague in 1869, in Klagenfurt in 1868, and in Budapest in 1873 to improve employment opportunities for women through education. In France, Éliisa Lemonnier had founded the *Société pour l'enseignement professionnel des femmes* in Paris and opened her first *École professionnelle pour jeunes filles* as early as 1862. These served as a model for the Brussels-based *Association pour l'enseignement professionnel des femmes* und founded in 1864 and the *École professionnelle pour jeunes filles* funded by J. R. Bischoffsheim in 1867. Comparable efforts were under way in many other European cities. The nature of the transnational exchanges and networks in this particular field of education have so far hardly been studied. Based on the assumption that periodicals played an important role in the dissemination, circulation and cross-border transfer of knowledge, this contribution will focus on these media. From a transnational perspective, the journal *Der Frauen-Anwalt* (Women's Advocate, 1870-1881), published by the *Verband Deutscher Frauenbildungs- und Erwerbs-Vereine*, will be examined and, in the interest of a comparative view, the *English Woman's Journal* (1858-1864), will be also included in the analysis.

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*Keywords:* Female education, Handicrafts instruction, Transnationality, Nationalism.

### **Handicrafts' Education As A Pedagogical Object In Greek Girls' Schools: National And Transnational Dimensions, 1800-1900**

Polly Thanailaki

International Hellenic University, Greece

During 19th century, the Greek female state education heavily depended on regional specificities and time variants. Girls were mainly supplied with the rudiments in literacy and numeracy. The instruction of handicrafts was one of the courses provided in the Greek girls' schools during 19th to mid 20th centuries and worked as an instrument for the revival of Greece's national pride after a four-century occupation under the Ottoman rule. Through their creations, women attempted to prove the continuity of the Greek race while handicrafts' education served as a bridge between the ancient and the modern Greek civilizations. In the decade of 1830s, handicrafts' education was included in the curriculum of all

girls' schools in the newly-shaped Greek state. At the turn of 19th century, the significance of the instruction of the above subject in the 'Parthenagogeia' (girls' secondary tier of education) remained high. The reason was that handicrafts' education was believed that it better equipped the girls with their future roles as competent wives, good mothers and cosmopolitan hostesses in line to the stereotypes of the time. In the world history, handicrafts' practicing travelled through trading routes and roads of exploration from one side of the world to the other, creating a 'legacy of cross-cultural exchange'. In England, the Victorian ladies' occupation was centred on how to make bonnets, or become experts at spinning, or weaving at home. Similarly, by the turn of 19th century, knitting and crocheting had become an integral part of American culture especially marking their presence as useful leisure skills among the well-off American ladies. Thus, handicrafts' education became universally symbolic in female hands. In a transnational perspective, handicrafts' practicing was a useful pastime for the women of the middle classes but-at the same time- it provided the underprivileged women with employment with which they earned their living as professional craftswomen.

The present conference paper rests on two conceptual pillars: one pillar aims to explore the Greek national traits in handicrafts' education and to study how they produced and re-produced the female character because knowledge in the field worked as a pedagogical object for the shaping of the Greek national identity. The other pillar investigates the transnational characteristics of handicrafts' education in girls' upbringing as the feminine crafts gave way to women's charity activities, and to their personal gain ascribing -at the same time- a gendered role. The methodology of the present paper lies on the study of original sources such as school archives and records from which documentation in real facts is obtained. Moreover, secondary sources of literature such as books and article journals serve as useful tools because fresh research data are provided on the above topic.

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## **B5 08.1: Knowledge and Power in Changing Expertise Practices**

*Session Chair:* **David Niget**, Université d'Angers

*Keywords:* expertise, juvenile deviance, gender, psychiatry, child protection

### **Expertise Practices and Gendered Management of Juvenile Deviance: the Psychiatric Institution at the Service of Child Protection?**

*Pratiques D'expertise et Gestion de la Déviance Juvénile Genrées : L'institution Psychiatrique au Service de la Protection de L'enfance ?*

**Olivia Vernay, Joëlle Droux**

University of Geneva, Switzerland

#### *Abstract (in English):*

This contribution is related to a FNS project entitled «A coercitive protection? Assessing child protection norms and decision-making in the age of children rights (French speaking Switzerland, 1960's-2010's)». It concerns the evolution of the role of psychiatry in the placements of minors followed by the child protection services in the canton of Geneva (1960s-2000s). At the same time, the paper will tackle the issue of the gendered representations that specifically affected young girls in the care of these services (decision-making processes, institutional equipment, differentiated treatment), to highlight their persistence over time, and above all their effects, particularly the differentiation leading to their internment in adult psychiatric clinics.

This contribution is based on a variety of sources: firstly, on the personal files of minors followed by child protection bodies who were concerned by an intervention of the psychiatric sphere; secondly, on the testimonies produced by people who were interned in psychiatry before they came of age; and thirdly, on interviews with professionals involved in the decision-making processes for the internment of minors or in their care decisions and/or treatment. These materials make it possible to identify several elements to document the use of experts and psychiatric expertise in the field of child protection. We will try to understand whether the weight given to them has varied over the decades studied, in relation to contextual factors (namely anti-psychiatry, questioning of the guardianship model, human rights). The presentation will address these potential variations from the perspective of the relationship between psychiatrists and child protection professionals (collaboration, competition, tensions). The second part of this contribution will focus on Geneva's practices in terms of psychiatric internment of minors and their effects on the minors concerned. We will describe the reasons given for ordering the internment of minors and the modalities of these internments, and question their compatibility with the contemporary human rights regime. We will also question the notion of 'child protection' which served as a jus-

tification for their internment. This 'will to protect' will thus be put into perspective with the effects of these internments in the short, medium and long term, on the living conditions and the social and educational trajectories of the minors concerned.

*Abstract (in Language of Presentation) :*

Cette contribution est issue d'un projet intitulé « Contraindre pour protéger ? Normes et processus décisionnels de la protection des mineurs à l'ère des droits de l'enfant (Suisse romande, 1960-2010) ». Elle étudie l'évolution du rôle de la psychiatrie dans les placements de mineur-es suivi-es par les services de protection de l'enfance du canton de Genève entre les années 1960 et les années 2000. Elle s'intéresse dans le même temps aux représentations genrées qui pèsent spécifiquement sur les jeunes filles prises en charge par ces dispositifs (processus décisionnels, équipement institutionnel, traitement différencié), pour en souligner la persistance à travers le temps, et surtout les effets : cette différenciation conduisant en effet à leur internement en clinique psychiatrique pour adultes.

Cette contribution est fondée sur une diversité de sources : tout d'abord sur les dossiers personnels de mineur-es suivi-es par les organes de la protection de l'enfance et concerné-es par une intervention de la sphère psychiatrique ; mais aussi sur les témoignages produits par des personnes ayant été internées en psychiatrie avant leur majorité ; et enfin sur les entretiens réalisés avec des professionnel-les impliqué-es dans des processus décisionnels d'internement de mineur-es ou dans leur prise en charge décisions et/ou prises en charge. Ces documents et témoignages permettent de dégager plusieurs éléments pour documenter le recours aux experts et aux expertises psychiatriques dans le champ de la protection des mineurs. On tentera ainsi de comprendre si le poids qui leur a été accordé a varié au cours des décennies étudiées, en lien avec un certain nombre de facteurs contextuels (anti-psychiatrie, remise en cause du modèle tutélaire, montée en puissance des droits humains). La présentation abordera notamment ces variations potentielles sous l'angle des rapports entre psychiatres et professionnel-les de la protection de l'enfance (collaboration, concurrence, tensions). La seconde partie de cette contribution sera centrée sur les pratiques genevoises en matière d'internements de mineur-es en psychiatrie et leurs effets sur les mineur-es concerné-es. Nous décrirons les motifs avancés pour ordonner l'internement de mineur-es et les modalités de ces internements, et questionnerons leur compatibilité avec le régime contemporain des droits humains. Nous interrogerons également la notion de *protection* des mineur-es qui sert de justification pour motiver leur internement. Cette volonté de protection sera ainsi mise en perspective avec les effets de ces internements à court, moyen et long terme, sur les conditions de vie et les trajectoires sociales et éducatives des mineur-es concerné-es.

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*Keywords:* out-of-home care, expertise, social work, Belgium

**When Theoretical Knowledge Meets Field Practice: Social Work Students' First Experiences with Child Placement (Belgium, 1945-1980)**

Aurora François, Margaux Roberti-Lintermans

UCLouvain, Belgium

Since the creation of the Belgian juvenile courts in 1912, social casework, carried out by child protection officers, has been an important decision-making tool for judges. Focused on the family and its (dis)functionality, the social casework intervenes before the placement decisions (can the child be left with their family or should they be placed?), but also during the implementation or at the end of the placement (can the placed child be returned to their family?). The monitoring of children (and their families) by child protection officers gradually became more professional throughout the 20th century. Participating in this transformation, social work schools, which had their roots in the organization of small training courses provided by both Socialist and Christian workers' education movements, were institutionalized in 1920. During the inter-war period, these schools developed and the voluntary child protection officers, initially recruited from

charitable organizations, gradually gave way to young, trained professionals. In 1949, a law consecrated the professionalization of the function, by instituting a Social Service within the “Childhood” sections of the Belgian public prosecutor’s offices.

This contribution examines, during the first decades following the professionalization of the function, the articulation between social work and expertise on two levels of questioning. First, we will examine the extent to which the professionalization of delegates, who are now trained and remunerated, corresponds to a (re)positioning of their function in the field of expertise. Is this expertise made explicit, formalized, claimed? Secondly, we will focus on the expert knowledge conveyed by social work school students. To what extent were the scientific theories centered on the child and its physical, intellectual and emotional development, incorporated into the training of future social workers and mobilized during their first contacts with the field? Does this initial confrontation between the expert knowledge and its application in practice correspond to an attempt to strictly apply the theory or does it generate a possible distancing? The end-of-studies work of future young graduates is a key source for understanding this moment of first confrontation with the field. These assignments were written at the end of several months of immersion in a specialized service (social service, juvenile court, placement institution...). More than a simple observation report, the students had to analyze their experience through the prism of the theoretical knowledge provided, demonstrate commitment and critical thinking, and develop recommendations. Among the thousands of graduation papers presented at the Catholic School of Social Work, one of the largest schools training social workers in Belgium, a large number were devoted to childhood. This contribution will be based on the analysis of a selection of end-of-studies’ works related to child placement, over a period of several decades (from 1945 to 1980), in order to grasp the evolution of the disciplinary fields mobilized (criminology, psychology, pediatrics, pedagogy, etc.), but also the progressive integration of widely used theories, identifiable sometimes by the mobilization of their authors (Spitz, Aubry, Bowlby, Osterrieth,...), and sometimes by the integration of a conceptually marked vocabulary.

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*Keywords:* Orphanage, Children, Parenthood, Missionaries, Abandonment  
**Mother and Father Followed Their Call and Left me in an Orphanage**

Ulrika Norburg

Stockholms Universitet, Sweden

Around the turn of the century in 1900, the commitment to convert the “unsaved” was great among Sweden’s Christians within both the Church of Sweden and the Free Church. It was not only a Swedish issue, but a global one, that involved most Western countries and churches. The churches’ conferences and meetings contained sermons that demonstrated the need to «go out into the world». It was about the mission to convert those who have not heard of the Christian message, and the need for missionaries who could travel to all corners of the earth to missionize. Through prophecies and addresses, the calling assignment could go to anyone who was present at these meetings, which also meant that even parents with smaller children could get the calling assignment to travel the world. From the end of the 19th century, the



Swedish Missionary Association, called SMF, sent missionaries to several parts of the world. For most of the missionaries, it was not possible to take their children to the mission field. To solve this problem, SMF chose to establish two orphanages at the local level: the orphanages Drott and Granås (1918-1964). The purpose of the orphanage was to receive the children of its own missionaries while the parents traveled to the mission fields in Congo, China, East Turkestan, and India. During their activities, the orphanages came to receive about 200 children that spent part or all of their upbringing in these homes while the parents were mainly on the mission field, with the exception of shorter stays in Sweden. Leaving their children behind was not a unique phenomenon. There are many examples of the abandonment of children during the same time period when the notion of the best interests of the child was highlighted and discussed. For example, visually impaired children, children with disabilities, mentally retarded and malnourished children were increasingly separated from their parents to be left in government and philanthropist movements / homes / institutions / orphanages / schools from the mid-19th century until the 1960s. In the case of missionaries, however, the reasons for separating their children from home were a consequence of following their calling. It expected more important assignments than just being responsible for its family. In that respect, the reasons for the abandonment and division of the family need to be considered rather unique.

This presentation is about the intersection of the mission to become a missionary and the mission to be a parent: the mission to walk on God's calling and to practice parenthood at a distance, from the other side of the world. The presentation is based on the association's material on missions and the orphanage's material, such as minutes and correspondence between the children and the parents in the field.

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## A1 09.1: School Objects as Educational Devices (2)

Session Chair: **Alberto Barausse**, Università degli Studi del Molise

Keywords: Image in schoolbook, Orbis Pictus, Comenius, Basedow, Elementarwerk

### Images in Schoolbooks From 'Orbis Pictus' by Comenius to 'Elementarwerk' by Basedow

**Georgios Tzartzas, Evangelia Kalerante**

University of Western Macedonia, Greece

Comenius 'Orbis Pictus' systematically initiates images into schoolbooks and his methodology, according to it, pupils can clearly understand a notion, only if he first can face it. It is the beginning of modern educational teaching, in the way how it will be developed by Pestalozzi in his sensory theory (Anschauungstheorie) (Pestalozzi 1801). 'Orbis Pictus', the illustrated book which presents the 'visual world', the most beautiful things of the world and the best engagements in life, the models and behaviour, and features the importance of images in the learning process. The world is unique as a whole and represented to the young people in a particular way. Important is the relevance of concepts and the correspondence between word and think/ image. In this framework, concepts and images don't represent just the things, but even more they refer to them. Young people are transmitted a constructed world with pedagogical criteria, especially for them, following pedagogical goals and lying alongside or over different worldviews. The world isn't presented as a simple representation, but the scope is a pedagogical dimension of this representation (Mollenhauer 1983). From this approach by 'Orbis Pictus' it becomes clear the pedagogical vision of the New Epoch, as it is written in the first page of *Magna Didactica*, and will be an ineluctable part of modern pedagogical thought. *Pedagogy: The perfect Art to teach everything to everyone*. A century after 'Orbis Pictus', Basedow continues this approach of Comenius on his *Elementarwerk*, completed later with 96 gravures by Chodowicki. They illustrate the pleasant and satisfied life on earth. This perception differs from the epoch of Comenius, where the ordering of the world is objective and unquestionable. By Basedow, this image becomes eroding and subjective. At the center of interests lies the child himself and its needs, to whom the pedagogical material is adapted. It is characteristic, that the book starts referring to hunger, thirst and the most important food by the familial midday meal, following mentions to cloths, house, and gradually expands to other subjects. The paper concerns with the analysis of both paradigms, showing the pedagogical dimension of images from the New Epoch and henceforth, a progress which today, in the Knowledge and Information society is ineluctable for a modern world-view.

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Keywords: classroom, illustrative tools, pedagogical anthropology, fotoanalyse, socialism

### Anthropological Analysis Of Classrooms In Hungary A Based On Photographs From The Pedagogical Press Between 1960-1970

**Panna Berta-Szénási**

University of Pécs, Hungary

Over the course of the last decade, numerous research papers dealt with the analysis of the design aspects of school environments and classrooms, as well as the effect they had on the cognitive development of children. The present study aims to help examine the lost values of the socialist era school culture and explores the pedagogical analysis of the com-

plexity behind objects with different functions appearing on the walls. Besides these, the present dissertation fits into the Hungarian pedagogical research that utilizes the methodology of iconography, by introducing a new research segment (image and object culture appearing on the walls of classrooms). The primary source of the research recorded results of an iconographic analysis of pictures appearing in periodicals such as *Köznevelés*, *A tanító munkája* and *A tanító*, published between 1960 and 1970. Relevant sources include images that were taken in standard classrooms of Hungarian primary schools in the 1960s. Through these images, the research first examines the elements of the secondary anthropological space (architectural elements, classroom equipment, objects connected to social life), which is then complemented by those relevant elements that make the description of the primary anthropological space possible and can provide clues to the biological and social characteristics (gender, age, hairstyle, clothing) of people appearing on the images. The research intends to define the modernization processes of classroom environments, the characteristics of leading childhood concepts and worldviews, and the pedagogical messages drawn from visual sources by comparing the actors of the school, the subject groups of the educational environments and the anthropological attributes of the educational processes. Exploring the earlier defined subjects provides an opportunity to not only collect images that have not been previously analyzed, but also to enrich the prior results of pedagogical research with new perspectives, applying the analytical method used for observation. The results can help present the changes that occurred within the internal environments of schools and their systemic analysis and then to identify those specifications that determined the general equipment conditions of the classrooms in the 1960s.

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*Keywords:* Física e Química, aparatos, práticas materiais, memória (i)material.

## **Experimental apparatus of Physics and Chemistry in Portuguese Secondary Education - from individual educational works from 1914 to the present**

*Aparatos Experimentais De Física e Química No Ensino Secundário Português - Dos Trabalhos Individuais Educativos De 1914 Ao Tempo Presente*

Rodrigo Martins Pinto de Azevedo<sup>1</sup>, Paula Cristina Silva<sup>2</sup>

<sup>1</sup>Faculdade de Letras da Universidade do Porto, Portugal; <sup>2</sup>Escola Secundária Sá de Miranda

### *Abstract (in English):*

In 1914, individual educational works were created by the Government of Bernardino Machado in the Lyceums of Portugal, within the scope of the reform process of Education undertaken by the Republic established in 1910. These works included Physics and Chemistry, among other subjects. This practice would only be a reality in schools which had minimum laboratory conditions, in what concerns both the facilities and the quality and quantity of necessary apparatus, materials and reagents. Starting from this relevant moment for the importance given to this area in the general context of subjects, the aim of this paper is to understand the laboratory and demonstration practices through the use of apparatus, over the last century. In this context, particular emphasis will be given to some of the devices that were used, throughout or in partly, during the period in question, even if not always with the same scientific objectives or syllabuses.

At this point, we will use the Liceu, today Escola Secundária Sá de Miranda in the city of Braga as a case study. This school is one of the oldest Portuguese high schools, having started running in 1845. It has a vast material estate, consisting of thousands of pieces of different types, where the scientific apparatuses are particularly represented. After the requalification of the building, completed in 2010, a Museum was created. It is now open to the general public and exhibits a large number of scientific pieces from the various sets of subjects, as well as other materials belonging to the Libraries and the Archive. In addition to this, there are also smaller exhibitions in small museum spaces throughout the school. The Historical Archive of the School preserves almost all the administrative documents and part of the pedagogical documents produced there, as well as, among many other documents, detailed inventories of the pieces, furniture and books. For many of these, it is even possible, through documentary comparison, to know their origin and whether they were obtained as a result of a purchase by the Lyceum, the State, or other administrative bodies, or a gift from former students or benefactors. The existence of a considerable number of school textbooks and books acquired or offered for the use of teachers and students in the Pereira Caldas Library, one of the two that Sá de Miranda possesses, and which is dedicated exclusively to housing ancient books and magazines, allows us to uncover the dialogue between the Physics and Chemistry syllabuses, the textbooks used at each moment, as well as the available bibliography, most of which is written in foreign languages, and the use of the apparatus in a laboratory context. In short, this work aims at understanding the implementation of Physics and Chemistry syllabuses in the laboratory and demonstration aspects in one of the most important Portuguese Lyceums, through the use of relevant devices in a long and continuous temporal thread, which is currently perpetuated by the relevance that material memory takes on.

### *Abstract (in Language of Presentation) :*

Em 1914 o Governo de Bernardino Machado cria nos Liceus de Portugal, no âmbito do processo reformador do Ensino empreendido pela República instaurada em 1910, os trabalhos individuais educativos que, entre outras disciplinas, englobava a Física e a Química. Essa prática seria uma realidade apenas nas Escolas que tivessem condições laboratoriais mínimas, tanto em instalações, quanto na qualidade e quantidade de aparatos, materiais e reagentes necessários. Partindo deste momento relevante para a importância dada a esta área no contexto geral disciplinar, visa-se compreender as práticas laboratoriais e demonstrativas pela utilização de aparatos, ao longo do último centénio. Neste contexto, será dado relevo muito particular a alguns dos aparatos que foram utilizados em todo, ou em parte, do período em causa, mesmo que nem sempre com os mesmos objetivos científicos, ou âmbitos programáticos.

Neste ponto, utilizaremos como estudo de caso o Liceu, hoje Escola Secundária Sá de Miranda da cidade de Braga, que é um dos mais antigos liceus portugueses, tendo entrado em funcionamento em 1845. Possui um vasto espólio material, constituído por milhares de peças de diversos tipos, onde avultam os aparatos científicos. Após a requalificação do seu edifício, terminadas em 2010, foi criado um Museu, hoje aberto ao público em geral, que passou a expor um largo número de peças científicas das diversas áreas disciplinares, e outros materiais pertencentes às Bibliotecas e ao Arquivo, para além de exibir outras em pequenos espaços museológicos distribuídos pela Escola. O Arquivo Histórico da Escola conserva a quase totalidade dos documentos administrativos e uma parte dos pedagógicos nela produzidos, bem como, entre muitos outros documentos, inventários detalhados dos peças, mobiliário e livros. Para muitos destes é mesmo possível, através do cotejo documental, conhecer a sua proveniência e se a sua obtenção resultou de compra por parte do Liceu, do Estado, ou de outros organismos administrativos, ou de oferta de antigos alunos, ou beneméritos. A existência na Biblioteca Pereira Caldas, uma das duas que o Sá de Miranda possui, dedicada exclusivamente a albergar livros e revistas antigos, de um número assinalável de manuais escolares e de livros adquiridos, ou oferecidos para a utilização de professores e alunos, permite desocultar o diálogo entre os programas de Física e de Química, os manuais utilizados em



cada momento, bem como a bibliografia disponível, boa parte da qual em línguas estrangeiras e a utilização dos aparatos em contexto laboratorial. Em suma, visa-se compreender a implementação dos programas de Física e Química nas vertentes laboratorial e demonstrativa num dos mais importantes Liceus portugueses, através do uso de aparatos relevantes num longo e contínuo fio temporal, que se perpetua atualmente pela relevância que a memória material assume.

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*Keywords:* apprentice craftsmen, artifacts, primary vocational, Brazil,

### **From Barefoot one can Learn a Trade: The School of Apprentices Artifices of Parana**

*De Pés Descalços se Aprende um Ofício: A Escola de Aprendiz Artífices do Paraná*

Vânia Mara Pereira Machado, Fátima Branco Godinho de Castro

UNIVERSIDADE FEDERAL DO PARANÁ, Brazil

#### *Abstract (in English):*

The objective of this text is to analyze the training proposal for the work of the School of Apprentices Craftworkers of Paraná, created in 1910, especially considering the images produced by the School to highlight the process of formation of the craftsman. The offer of professionalization took place at the primary level, for students between 10 and 14 years old, which produced in the workshops the most varied artifacts that were later sold in school exhibitions at the end of the school year. The school curriculum consisted of primary education and the discipline of Drawing. It is important to point out that photographs were the main sources used in the preparation of this article. The School of Apprentices Craftworkers of Paraná went through different denominations and formats and is now known as the Federal Technological University of Paraná (UTFPR). Despite its longevity, our analysis is centered on the school's operating period between 1910 and 1928, when Paulo Ildefonso d'Assumpção was in charge. The Paraná School of Craftsmen Apprentices was created in 1910, by means of Decree nº 7.566/1909, of the President of the Republic Nilo Peçanha. The Decree created, in each of the capitals, Schools for Apprentice Craftsmen for free primary professional education, maintained by the Ministry of Agriculture, Industry and Business. At reasons that took to the enterprise in formation to work in minors they were associated to the yearnings in whether constitute a citizen disciplined and laborious. In other words, a civilizing project in the early days of the new regime, the Republic, which sought to give work differentiating elements from the forms present in the period of slavery. In dealing with sources, we adopted the teachings of Natalie Davis, that is, we will search for to offer to the reader one narrative built through the attentive listening of voices of the past (DAVIS, 1987). Still, on the historiographical operation, we highlight Michel de Certeau. In History, everything begins with the gesture of separating, gathering, transforming into documents certain objects distributed in other manner (CERTEAU, 2014). For The analysis for the photographs, we used Boris Kossoy (1989), Diana Vidal and Rachel Abdala (2005) and Rosa Fátima de Souza (2019). With regard to the formation of the craftsman, we are based on the teachings of Richard Sennett (2009). The following sources were also made available: the Reports produced by the director of the School of Apprentices Craftworkers of Paraná, the reports of the educational agents and the Ministry of Agriculture, as well as the newspapers and periodicals of the time. The text it is organized in two parts: The first discuss The formation of student at School of Apprentice Craftsmen of Paraná, especially highlighting its artisanal training; the second part discusses the images of the workshops and the school's yard of the School of Apprentices Craftworkers of Paraná.

#### *Abstract (in Language of Presentation) :*

O presente texto é pensado como uma proposta de formação para o trabalho da Escola Aprendiz do Paraná, criada em 1910, especialmente de consideração como imagens pela Escola para se destacar no processo de formação do artífice. A oferta da oferta da oferta dava em nível primário, para alunos entre 10 e 14 anos de idade, os quais foram produzidos nas oficinas os mais variados que posteriormente eram comercializados nas escolas ao fim do ano oficina letivo. O currículo escolar é composto pela formação primária e pela disciplina de Desenho. É importante assinalar como foram as principais fontes utilizadas na elaboração do presente artigo. A Escola de Aprendiz Artífices do Paraná passou por diferentes denominações e formatos e hoje é conhecida como Universidade Tecnológica Federal do Paraná (UTFPR). Apesar da sua operação, nossa análise está centrada no período de funcionamento dos anos de 1910 a 1928, Paulo Ildefonso d'Assumpção esteve na direção. A Escola de Aprendiz Artífices do Paraná foi criada no ano de 1910, por meio do Decreto

nº 7.566/1909, do Presidente da República Nilo Peçanha. O decreto criado, em cada uma das capitais, Escolas de Aprendizizes Artífices ao ensino profissional primário, gratuito, mantido pelo Ministério da Agricultura, Indústria e Comércio. As razões que levaram ao empreendimento de formação para menores estavam associadas aos anos de constituição de um cidadão disciplinado e trabalhista. Em outras palavras, um projeto civilizador nos primórdios do novo regime, a República, que procurava dar ao trabalho diferenciadores das formas presentes no período da escravidão. No trato com as fontes, adotamos os ensinamentos de Natalie Davis, ou seja, vamos oferecer ao leitor uma narrativa construída pela atenta escuta das vozes do passado (DAVIS, 1987). Ainda, sobre a operação historiográfica, destacamos Michel de Certeau. Em História, tudo começa com o gesto de separar, de reunir, de transformar em documentos instalados objetos distribuídos de outra maneira (CERTEAU, 2014). Para análise das fotografias, utilizamos Boris Kossoy (1989), Diana Vidal e Rachel Abdala (2005) e Rosa Fátima de Souza (2019). No que diz respeito à formação do artífice, nos baseamos nos ensinamentos de Richard Sennett (2009). Também foram mobilizadas as seguintes fontes: os Relatórios Periódicos pelo Diretor da Escola de Aprendizagem do Paraná, os Relatórios dos Agentes Educativos e do Ministério da Agricultura, como os Jornais e os da Época. O texto está organizado em duas partes: a primeira discute a formação do aluno na Escola de Aprendizizes Artífices do Paraná, destacando-se sobretudo a sua formação artesanal; a segunda parte discutida como imagens das oficinas e do pátio da Escola de Aprendizizes Artífices do Paraná.

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## **A1 09.2: Material Histories of School Objects (3)**

*Session Chair:* **Eugenia Roldan Vera**, Cinvestav

*Keywords:* Museum of Education, mobile desks, outdoor school, artwork, neo-idealism

### **Materials and Objects That Tell the Story of Schools: “Backpackable” Desks and Artwork at the Museum of Education in Padua**

**Carla Callegari, Giulia Fasan**

Università degli Studi di Padova, Italy

Teaching technologies, or the practical strategies for optimizing pedagogical practices, include the educational methods embodied in images and objects, such as school desks, in their day-to-day use. These items become hugely important for reconstructing a school’s material culture. The neo-idealist programs of the first half of the 20<sup>th</sup> century for teacher-training institutes and primary schools envisaged art as a fundamentally important subject, so much so that the blackboard (which had always been one of the most essential classroom teaching tools) acquired artistic value. Lombardo Radice’s comments in the journal “*L’educazione nazionale*” and various books on the topic confirm the importance attributed to drawing skills. At Padua University’s Museum of Education, there are two sets of crayon drawings on black cardboard (dating from 1927 and 1938-1940) that were done by male and female trainee teachers as part of their drawing practice. This activity focused on developing their skills in drawing on the blackboard and visually representing the content of their lessons. The drawings cover various topics, illustrating animals, domestic and work environments, historical scenes, annual events like Carnival, and scenes from novels. Looking at these drawings gives us a better idea of the guidance that trainee teachers received on the school programs they would be implementing in their professional activities. Teachers were expected to develop their pupils’ technical and artistic drawing abilities as an expression of the children’s spiritual growth.

Alongside these drawings at the Museum of Education, there are also several “backpackable” desks from the “*Gioconda dei Balilla*” outdoor school opened in Este, in the province of Padua, on 24 May 1922. Historiographers acknowledge the “*Raggio di Sole*” school, which opened in Padua in 1907, as the earliest example of an outdoor school in Italy. These two experiences help us to reconstruct an important part of the history of school education in the Veneto area of north-east Italy, despite several fundamental differences in the ideological premises behind the establishment of the two schools: the “*Raggio di Sole*” driven by the medical and pedagogical positivist tradition; the “*Gioconda dei Balilla*” in a neo-idealist

climate and influenced by the emerging fascist ideal. There were portable school desks, blackboards and flags that could be carried from one place to another, depending on the weather, the season, and the needs of hygiene and teaching content. By focusing on the “backpackable” desks (as a material source) and their usage, we offer a contribution that draws on several iconographic and documentary sources, which explain the instructions for opening and closing these desks. Teachers were given a diagram and a list of “warning commands” and “action commands” to use when setting up and dismantling the class that basically amounted to repetitions of genuine open-air gymnastic exercises. By combining the evident influence of Gentile’s approach to nurturing children’s artistic and creative skills, bodies, and morality as founding elements of their spiritual education with an analysis of the proposed material sources, we can reconstruct and “inhabit” the memory of a period in the history of scholastic and educational materiality.

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*Keywords:* Material culture, Early Childhood Education, Spain, Infant schools, Kindergarten

## **From Sitting in a Gallery to Sitting at a Table. School Furniture in Early Childhood Education (Spain, 19th Century)**

Carmen Sanchidrián-Blanco<sup>1</sup>, María Dolores Molina Poveda<sup>2,1</sup>

<sup>1</sup>University of Malaga, Spain; <sup>2</sup>Universidad Isabel I

Schools are intellectual technologies, and their materials aspects are a key question. Technology is meant here in a broad sense, meaning operative strategies to optimise pedagogical practices. The main change that ever happened in early childhood education was the introduction of a table where children could do things (draw, or play, for example). The first infant schools were created in Spain in 1838 to gather and educate children aged two to six years old whose mothers could not look after them because they were working. Children were seated in a gallery where they just listened and repeated what was said. In the late 19<sup>th</sup> century, some infant schools, following the Froebel's method, offered a table to the children. The goal of this paper is to examine the contradictions that emerged when the gallery was replaced by chairs and tables in the last decades of the 19<sup>th</sup> century. The contradictions and inconsistencies in the use of learning environments will be shown by using the latest research and new archive pictures. Infant schools were the first experiments in the early nineteenth century in Europe promoted by Robert Owen who sought to use education to help the working families in his factory in New Lanark (Scotland). Almost identical infant schools could be found in Britain, France and Spain where they were introduced by Pablo Montesino. The basic component of these classrooms was the *gallery*—always associated with earlier monitorial schools— where each step could accommodate a row of children facing the teacher. There were no didactic materials for the children. Children were just passive subjects: they were in the gallery where they listened to the teacher and repeated what they said.

The kindergarten was created by Friedrich Fröbel; it was grounded in a strong theory and meant a real revolution that deserves to be recognized. The first attempts made to introduce the Froebelian method in Spain took place in 1874. Instead of having a gallery able to accommodate up to 200 children, Fröbel proposed small classrooms with long and gridded tables where the children could perform the manual occupations. These tables, without inclination, would be “60 centimeters wide, as low as possible and long enough so that the corresponding children can work freely without bothering each other”. There should be no more than four or five children at each table. Tables and benches should be light so they could be moved around. Infant schools and kindergartens will be analysed by giving examples of the theoretical discussions, and the school practices. The controversy that took place in the late nineteenth century among the defenders of the infant schools and kindergartens will be described. Finally, continuities and changes will be explored to underline the inconsistencies in the teachers' writings, gravures, and pictures. Fröbel's theories are the basis of many preschools and early education methods today. Thus, the attempt to change the layout and furniture of the preschools could be considered as a hallmark in the history of early childhood education technology

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*Keywords:* Material culture of the school, didactic wall charts, educational technology, visual culture, Museum of the History of Education

### **The Wall Charts as a Technological Object in the School During the First Third of the 20th Century in Spain**

*Las Láminas Murales Como Objeto Tecnológico en la Escuela Del Primer Tercio Del Siglo XX en España*

Jaime del Rey, Andra Santiesteban, Sara Ramos Zamora

Complutense University of Madrid, Spain

#### *Abstract (in English):*

The wall charts or didactic charts, as cultural artifacts, are part of the material culture of the school and are a witness of technological solutions and pedagogical practices that allow us to analyze the values, stereotypes, and ways of life that children were taught at a concrete moment of history. Their use became popular in the last decades of the 19th century until the first half of the 20th century, and they became a powerful instrument for transmitting knowledge as an alternative to poorly illustrated or simply unavailable school manuals, in a social environment characterized by the almost total absence of graphic information, the deployment of new industries and with important demographic changes: urban life versus rural life. The charts combine visual and written language and attend to different educational principles and methodologies: pedagogy of images (Comenius) and intuitive pedagogy (Pestalozzi); sensitive appreciation, development of the capacity of observation, intuitive knowledge or informative complement and group learning. The Museum/Laboratory of the History of Education 'Manuel Bartolomé Cossío' (MBC Museum) of the Faculty of Education of the Complutense University of Madrid has an extensive collection of didactic wall charts and this communication will focus on nine of them about technology that describe with great precision different industrial processes and raw materials. They are French originals (tableaux muraux), with texts translated into Spanish, published by the Deyrolle house in Paris from 1880. According to the information that appears at the bottom of the plates, they are part of different series and different editions, some related with school museums and collections of things. Jean-Baptiste Deyrolle, an entomologist by profession, founded the company in the 1830s and since 1866 his grandson, Émile Deyrolle and later his sons, have been publishing all kinds of school charts that have been sold in more than a hundred countries. This great diffusion and the quality of the images justify its importance and the interest of our collection. In the communication we will examine the pedagogical approaches that supported the use of these technological resources and the new currents that contributed to their decline. We will also go into specific details of the contents of the charts, from a conceptual point of view, such as characteristics of the models represented or the absence in the images of women and children, who did actually participate in industrial tasks and in other formal aspects such as presence of some real elements (we would say that they are 3D wall charts), the signatures of the authors, the state of conservation and the origin of the collection. We will also refer to the other collections of didactic charts of the museum: natural sciences, the human body, historical or religious charts and geographical maps. In conclusion, we can say that the incorporation of wall charts at the time was a technological advance for schools, that they are part of the historical-educational heritage and that they are currently a historiographical resource of great value that museums carefully preserve and therefore deserve the attention of researchers.

#### *Abstract (in Language of Presentation) :*

Las láminas murales o láminas escolares, como artefactos culturales, forman parte de la cultura material de la escuela y son un testigo de soluciones tecnológicas y prácticas pedagógicas que permiten analizar los valores, estereotipos y formas de vida que se enseñaban a los niños en un momento histórico concreto. Su empleo se popularizó en las últimas décadas del siglo XIX y hasta la primera mitad del siglo XX, y se convirtieron en un instrumento potente para transmitir conocimiento como alternativa a manuales escolares pobremente ilustrados o simplemente no disponibles, en un entorno social caracterizado por la ausencia casi total de información gráfica, el despliegue de nuevas industrias y con cambios

demográficos importantes: vida urbana versus vida rural. Las láminas combinan lenguaje visual y escrito y atienden diferentes principios y metodologías educativas: pedagogía de las imágenes (Comenius) y pedagogía intuitiva (Pestalozzi); apreciación sensible, desarrollo de la capacidad de observación, conocimiento intuitivo o complemento informativo y aprendizaje en grupo.

El Museo/ Laboratorio de Historia de la Educación 'Manuel Bartolomé Cossío' (Museo MBC) de la Facultad de Educación de la Universidad Complutense de Madrid dispone de una amplia colección de láminas escolares y esta comunicación se centrará en nueve láminas sobre tecnología que describen con gran precisión diferentes procesos industriales y materias primas. Son originales franceses (tableaux muraux), con textos traducidos al español, publicados por la casa Deyrolle de París a partir de 1880. Atendiendo a la información que figura en el pie de las láminas forman parte de distintas series y de diferentes ediciones, algunas relacionadas con los museos escolares y las colecciones de cosas. Jean-Baptiste Deyrolle, entomólogo de profesión, fundó la empresa en la década de 1830 y desde 1866 su nieto, Émile Deyrolle y después sus hijos, publican todo tipo de láminas escolares que se vendieron en más de cien países. Esta gran difusión y la calidad de las imágenes justifican su importancia y el interés de nuestra colección. En la comunicación nos detendremos en los enfoques pedagógicos que sustentaron el empleo de estos recursos tecnológicos y en las nuevas corrientes que contribuyeron a su ocaso. Entraremos también en detalles concretos de los contenidos de las láminas, desde un punto de vista conceptual, como características de los modelos representados o la ausencia en las imágenes de mujeres y niños, que sí participaban realmente en tareas industriales y en otros aspectos formales como la presencia de algunos elementos reales (diríamos que son láminas 3D), las firmas de los autores, el estado de conservación y el origen de la colección. Haremos también referencia a las otras colecciones de láminas didácticas del museo: láminas de ciencias naturales, láminas del cuerpo humano, láminas históricas o religiosas y mapas geográficos. Como conclusión podemos decir que la incorporación de las láminas murales en su momento fue un avance tecnológico para las escuelas, que las láminas son parte del patrimonio histórico-educativo y que actualmente son un recurso historiográfico de gran valor que conservan cuidadosamente los museos y que merecen la atención de los investigadores.

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*Keywords:* M. F. Quintiliano, Angelo Poliziano, Humanism, Institutio oratoria, Florence

#### **Angelo Poliziano and His Didactic Instruments in the Florentine Studium (end of the XV Century)**

Antonella Cagnolati

University of Foggia, Italy

This proposal intends to focus on Angelo Poliziano's use of the Quintilian work for his lessons at the Florentine Studium in the academic year 1480-81 and on the motivation for this choice that he provides in the *Oratio super Fabio Quintiliano et Statii Sylvis*, including in the *Opera Omnia* published in 1498 in Venice. Introducing the *Institutio oratoria* assumed the

value of a break with the Florentine university establishment which had always favored classical authors such as Cicero. The young Poliziano thus stood in clear contrast with other more established teachers, both for the new philological method that he applied, and for the value - inherent in the adoption for his lessons of works withheld (wrongly) minors. In October 1480 he began his university courses in Latin Philology at the Florentine Studium: Angelo Poliziano (1454-1494), who had been entrusted with the prestigious post of teacher, was a well-known scholar and poet, albeit still young; enfant prodigy for his knowledge of classical languages and considerable philological skills, friend of Lorenzo and Giuliano de' Medici, was a person of considerable depth and fame in the Florentine milieu of the time. The authors who would have been the subject of Poliziano's careful analysis and his cultured textual annotations were the poet Publio Papinio Stazio and the rhetorician Marco Fabio Quintiliano, focusing the lessons respectively on the *Sylvae* and the *Institutio oratoria*.

A fortunate testimony of conspicuous importance leads us to consider how daily in the "laboratory" of our author's writing was the frequentation of the Quintilian text: it is an incunabulum preserved in the National Library of Florence, with the signature Banco rari 379, which belonged to Poliziano. This precious copy came out of Antonio Zarotto's printing house in Milan on 9 June 1476 and is of unusual importance as the print uses the Ambrosian code E 153 sup., considered by scholars to be one of the most complete and correct. This volume presents an apparatus that denotes a careful philological work carried out with extreme precision and diligence: annotations, numbering of chapters, marginal notes and textual corrections, learned comments referring specifically to books I and II, Greek and Latin sources, passages by auctores and citations no doubt useful for the didactic use for the academic course as preparatory materials. Poliziano's didactic action was configured as a real and profound revolution, not only from a methodological point of view for the refined work of preparing university lectures, but for the innovative approach conferred on classroom teaching. The return to *lectio*, in its most cultured and brilliant form, met the needs of change in the Florentine Studium and which necessarily stood in a clear cultural (and political) contrast with the previous generation, which still bore traces of an evident medieval heritage and a strongly allegorical explanatory approach. In the modern and dynamic Medici Florence Poliziano shows himself to be an intellectual who fully knows how to intercept the impulses for change and profitably directs them in the formation of the younger generations.

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## A2 09.1: SYMPOSIUM

### The Expansion of Secondary Education during the 1960s in Developing Countries and the International Development Organizations.

#### PART 3

*Keywords:* Secondary Education, Sixties, Developmentalism, International Organizations, Latin America

*Chair(s):* **Marc André Depaepe** (KU Leuven)

Throughout the 1960s, there was a notable expansion of secondary education, which was particularly intense in countries that started from a backward educational situation. Among them, the countries of Southern Europe and Ireland stand out, although Latin American countries also experienced a similar evolution. International development organisations such as the World Bank, the OECD and the various United Nations agencies played an important role in promoting and organising this educational expansion. The prevailing development model of these international organisations was based on functionalist principles and basically on Walt W. Rostow's Theory of Stages of Economic Growth, on the educational level, on the Human Capital Theory, developed by Theodore Schultz, Gary Becker and Jacob Mincer. Education was thus seen as a prerequisite for economic development. This theoretical framework conceived secondary education as technology for economic development and also for social reshaping through social mobility. This new social technology blurred traditional ideological, political and religious issues and placed the goal of economic development at the forefront. This new priority generated a technocratic discourse on education applicable to all countries regardless of their political regime. A good example of this is the OECD's Mediterranean Regional Project (1961), which included regimes as different as Yugoslavia's self-managed communism, the aftermath of pre-war fascist dictatorships such as Spain and Portugal, a Western democracy such as Italy, and Greece and Turkey. Similar programmes can be identified for Latin America. The aim of this symposium is to make a first approach to the expansion of secondary education in the 1960s in developing countries from an international perspective and to share their experiences. In addition to characterising the process of expansion in their respective countries, participants are asked to explore in a provisional way their relationship with international organisations, the extent to which the new educational discourses represented a break with previous ones and what new values or principles they embodied. This would lead us to a new understanding of modern secondary education as a social technology at the service of social engineering.

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## *Presentations of the Panel*

### **The Reforms in Argentine Secondary Education during the 1960s: an Analysis between Transnational, Regional and Local Trends**

**Felicitas Acosta**

Universidad Nacional de General Sarmiento

During the post-war period, many Western countries made lower secondary education compulsory. This process involved two overlapping changes: integration into unified structures and the adoption of comprehensive institutional models. As a result, four emerging forms stand out: the combination of a unified structure with elements of the comprehensive institutional model (the Scandinavian comprehensive school); the development of the comprehensive institutional model in parallel with traditional provision (Great Britain, Australia and New Zealand); the creation of common stages or sections of secondary education with some elements of the comprehensive institutional model (France and Italy); and the maintenance of institutional models that include specific streams with flexibility in access to higher education according to the pathway (Germany, Austria, the Netherlands and Swiss cantons) (Benavot & Resnik, 2006; Green, 2006).

Latin American countries –Argentina in particular– did not participate in this process. Nevertheless, since the 1960s, most countries introduced reforms to achieve more unified structures, namely through the extension of general education cycles, while sustaining horizontal segmentation through traditional specialization streams (academic and vocational) or streams targeted at specific groups (rural education) (Acosta, 2019). Many of these reforms resonated on the results of the Inter-American Seminar on Secondary Education organized by the Division of Education of the Pan-American Union of the Organization of American States (Unión Panamericana, 1955). The minutes of the seminar are a record of the doctrine exposed and the recommendations adopted that were later a reference for education officers in the region. In this context, this paper has two purposes: first, to analyse the guidelines provided by the seminar and compare them to the transnational trends concerning unified structures and comprehensive models. Building on classical (Archer, 1979; Mueller, Ringer & Simon, 1987; Ringer, 1979) and more recent studies (Franklin & McCulloch, 2008; Kantasalmi & Holmes, 2017; Ojalehto et al, 2017; Petterson, 2021), we will discuss the changes in those educational systems that underwent early modernization processes because of secondary education expansion. Indeed, the traditional segmentation system based on a secondary school training students for university was showing limitations, and reforms to this education level became increasingly pressing.

Second, based on the study of the Argentine case, the paper will contextualize the policies focused on secondary education during the 1960s within the framework of those discussions held at the regional and transnational levels. The period being considered concentrates events that were important for the development of secondary education in Argentina: the growth of the offering and enrolment rate expansion, the consolidation of a generalist curriculum, the strengthening of technical education as from the 1950's and, particularly, the boom of commercial education. We will explore the relationship between these events and the regional and transnational language in terms of the changes in secondary education aims and forms of organization. Our focus is the analysis of transnational dynamics and that of each education system, which resulted in specific forms of expansion for secondary education strained by the extension of schooling, system diversification and school differentiation.

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## The Brazilian Foreign Policy in the Programs and Textbooks of History of America in High School (1951-1961)

Halferd Carlos Ribeiro Junior

Universidade Federal da Fronteira Sul

With the end of the Second World War in 1945, debates and actions in defense of the so-called democratic regimes gained strength. In this context, the creation of UNESCO established an agenda of challenges for the construction of barriers and the development of political cultures in order to avoid other humanitarian catastrophes. In the Brazilian scenario, we are experiencing a period of reconfiguration of the administrative structures of government, which sought to achieve the representations of progress expressed in the urbanization and industrialization of the country. In line with the positions defended by the western countries that won the war, the Brazilian State should also work for concord in international relations. In view of this dynamic, the school was considered the privileged place for proposing projects aimed at building a culture of peace. According to Duedahl (2020), the mental engineering produced by UNESCO for the construction of a culture of peace and solidarity between nations was directly related to three seminars, held simultaneously in 1949, in dialogue with the Universal Declaration of Human Rights (ORGANIZATION OF NATIONS UNIDAS, 1948). The first seminar had as its theme the concept of race, as it was considered a fundamental element in the sensibility that triggered the Second World War. The second seminar discussed the writing of a History of Humanity with the motto "One World", favoring an interpretation that emphasizes cultural exchanges and relationships between different groups for the development of nations and communities, in addition to the dialogue between the demands of the present and past (DUEDAHL, 2020). Finally, the third seminar had as its agenda the discussion about the teaching of History and textbooks, in which it led to the production of a manual for reviewing and evaluating textbooks in order to build a culture of peace and solidarity between nations. Duedahl (2020) stated that this UNESCO initiative encouraged the review of teaching programs and textbooks in 42 countries, including Brazil.

Anchoring the assumptions of Popkewitz (1997), according to which an educational reform is understood as an ecological phenomenon, in which a reform movement establishes new relations of social regulation, schooling, knowledge and power over time, we understand that the Reform Curricular Simões Filho (1951) promoted a new series, new programs and methodological guidelines, in order to respond to the demands of his time: the construction of an international political culture that values peace and a democratic culture in our country. The implementation of the discipline History of America (1951) in an autonomous way in the secondary education curriculum and its respective textbooks, indicates the concern for changes in the Brazilian education system in order to promote the transformations debated and stimulated by UNESCO. Thus, the objective of this communication is to present research results in which it articulates an analysis textbooks of History of American produced in this dynamic, inquiring about representations built on the role of Brazil in international relations and conflicts in Latin America.

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### **Expanding and Developing the Country, the Education and the Youth Personality: Confluences of Educational Languages in a Reformist Experience (Chile)**

**Pablo Toro-Blanco**

Universidad Alberto Hurtado

During the 1960s, Chile was considered a country where an experiment in economic developmentalism based on human capital theories could succeed. In the specific field of education, the initiatives of integrated planning of the reform of Chilean education were proof of this, which have their antecedents in the North American models promoted through an active institutional, academic, and political network since the 1950s. The critical diagnosis about the deficit aspects of Chilean education already had several certitudes at the beginning of the 60s: lack of coordination between the educational sub-systems, incapacity of the school system to retain students and avoid school dropout, a deficit in enrollment and educational infrastructure, among other problems. In a context in which there was consensus about the need to expand primary and secondary education to the entire population, one of the criticisms received by the Liceos (which provided secondary education mainly to urban middle groups) was their lack of harmony with the demands of productive transformation that the country required. Eduardo Frei Montalva's reformist government (1964-70) was a propitious space for precepts of developmentalism in general and educational in particular to become public policy initiatives. Secondary education underwent a profound reform in structure and pedagogical foundations with the official adoption of educational psychology and curriculum planning principles taken from Tyler and Bloom. Against this backdrop, the purpose of this paper is to shed light on the relationships between the developmentalist discourse, the theory of human capital and the changes in the approach to school orientation propitiated in the framework of that reform.

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### **The reform of Secondary Education in Uruguay. Analysis from the implementation of the 1963 Pilot Plan**

**Antonio Romano**

Universidad de la República

Secondary education during the sixties in Uruguay, like most countries in the Western world, grew to the first place in Latin America. If we take as an index the relationship between enrollment and population of age to attend the middle cycle of education between 1955 and 1960, growth reaches 32% (Solari, 1965). However, only the 66% of primary school graduates acceded secondary education, and this group was distributed very unevenly between secondary and technical education: 88% attended secondary education compared to 12% for secondary education technical (Couriel, 1964). Therefore, the exponential growth referred to at the beginning only affected this modality. Faced with this growth, the Secondary Education Council, the governing body of this branch of education, began to implement a reform after more than two decades with the same curriculum. This reform had some peculiarities that we have already developed in previous research (Romano, 2019a). In the first place, due to the importance of the participation of teachers, provided for in article 40 of the Teachers' Statute, approved in 1947 (D'Avenia, 2019). Secondly, because on the same date two other important events took place: the creation of the Commission for Investment and Economic Development (CIDE), since 1961, displayed the will to draw up an economic and social development plan that relocates the centrality of education as part of that process; and the creation of the Federation of Secondary Education Teachers in 1964. This was the particular context where the reform of secondary education took place. In a previous work we highlighted the importance played by the

PanAmerican Union and UNESCO in defining the meanings given to secondary education. In this paper we propose to analyze the way in which the new meanings of this educational modality were reappropriated and resignified by two pilot secondary schools in which the reform experience was developed. For this, the memories of the directors of both institutions will be reviewed, trying to analyze the specific forms of interpretation that these actors gave to the directives issued by the Secondary Council and the capacity of each institution to give a direction to the process that was put into play. In particular, it is especially interesting to analyze the changes in meaning that the displacement of the opposition between a “selective” vs. “attractive” criterion implied, towards the opposition between “selective” vs. “distributive” (Romano, 2019b). This change is associated with the necessary incorporation of vocational guidance and manual education as part of a more comprehensive perspective of education.

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## **A2 09.2: Curriculum and Teachers (2)**

*Session Chair:* **Andreas Hoffmann-Ocon**, Zurich University of Teacher Education

*Keywords:* Curricula, societal changes, psychology, upper secondary, educational history

### **Changing Times Changing Curricula – The School Subject Psychology in Social and Cultural Context, 1965 – 2011**

**Ebba Christina Blåvarg<sup>1,2</sup>**

<sup>1</sup>Stockholm University, Sweden; <sup>2</sup>University of Gothenburg

The purpose of this paper is to introduce how curricula for a school subject can mirror societal changes and trends in various ways. The school subject that serves as an example in this case is psychology at upper secondary level during the time period of 1965 up to 2011 in Sweden. During this time four major and a couple of minor revisions of the curricula took place in Sweden. The outcome of these, as reflected in the subject psychology, will be considered in relation to contemporary societal activities and trends. The studied material consists of curricula, other policy documents, reports, newspaper articles, and journals related to the profession and the subject. Identifying markers and changes within the curricula are set in a larger contextual and societal framework and patterns that are visible running in parallel or in line with each other over time are analyzed. The preliminary results indicate that national as well as global societal trends within the field are mirrored in the curricula, in both more overarching aspects and also subject specific approaches, diction, and content. Two more noticeable occasions when this mirroring is visible are in the 1970s with new ideas about mental illness and its management and treatment, and later in the early 2000s when the marketization of the school began to be increasingly prominent in the Swedish school system.

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*Keywords:* Curricular tradition, discourse analysis, elementary education, Hasner School act teachers education

### **Historical Reconstruction of Curricular Tradition in the Czech Lands and its Impact on the Current Curriculum Revision**

Eva Dvořáková Kaněčková, Jitka Plischke, Jitka Nábělková

Palacky University Olomouc, Faculty of Education, Czech Republic

The paper deals with historical traditions of curriculum based on institutionalization of elementary education during the long 19th century and its impact on current curricular theory and practice. The research will specifically focus on the historical Czech lands as a part of the Habsburg Monarchy and the successor current Czech Republic as one of the many successor countries of the Habsburg Monarchy and the so-called Austrian education of the pre-Lithuanian territory of Austria-Hungary empire. As in other countries (OECD, 2020), there is currently a very broad debate also in the Czech Republic over the shape of the future curriculum for the 21st century. The current discussion and revision of the national curriculum (Strategie 2030) refers to the ideas of Johann Amos Comenius (1592 - 1670) as the main didactic inspiration for most European countries. The foundations of the Czech curricular and didactic tradition, formed during the 19th century, were also built on the Comenius tradition and further developed mostly in the spirit of the Herbart's tradition (Herbart, J.F., 1877), in particular through not only by Gustav Adolf Lindner (1877) in the Czech lands especially. The aim of the paper is to reconstruct historical curricular theory and practice in the context of the long 19th century, then to analyze and compare with current curricular theory and practice. Firstly, the formation of the curricular tradition in the context of the beginnings and changes of formal elementary education from Maria Theresa to Hasner's law of 1869 and its further consequences in the second half of the 19th century will be reconstructed. We will focus on the formation of the formal historical curriculum in the context of contemporary understanding of the curriculum, the institutionalization of the curriculum to the standardization of the curriculum in the form of school didactics, as the main disciplines of curricular theory and practice. At the same time, the development and institutionalization of teacher education will be monitored, especially after the reform in 1869. We note great interest in the didactic elaboration of the curriculum. Secondly, these facts will be compared with the current form of curricular theory and practice. Methodologically, the paper will be based on poststructuralism, i.e. the discursive analysis of M. Foucault (1969). The dominant discourse will be reconstructed on the basis of source statements of various nature (pedagogical, didactic, legal, media, or personal, etc.) At that time considerable interest in didactics and thus the curriculum theories, and a number of didactic manuals had been created. Historical curricular discourse and its narrative would be analyzed and compared with the present. The output will be not only in unique analysis of the historical and current curriculum, but also the possibility of finding parallels and roots for current practice, also the entrenched mistakes of our education. Knowing the past should lead to a better understanding and correction and future visions. Which is the best target of the discipline of the History of Education.

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*Keywords:* reform pedagogy, methodology, exemplification, Hungary

### **The First Hungarian Reform School's Curriculums, Teaching Methods And Tools From The Interwar Period**

*Der Lehrplan, die Schuldidaktik und die Unterrichtsobjekte der ersten Reformschulen in Ungarn in dem Zeitraum zwischen den beiden Weltkriegen*

Natasa Fizel

University of Szeged, Hungary

#### *Abstract (in English):*

At the turning point of the 19-20. century schools that, rather than following Herbert's pedagogy, and instead going for a more modern pedagogical approach, opened their doors worldwide. This is how they perceived the „new education“. In 1913, a Hungarian woman named Márta Nemesné Müller opened her „Family School“ in Brussels which operated in Budapest from 1915-1943, in a villa. She had two goals with this. Firstly, that learning should be a source of happiness, and to develop a system that revolved around the knowledge of the children, and that these should have a casual relation. She believed this would require more active, creative and playful procedures, and that it is of the utmost importance to adapt to the interests of the children. In 1915, another reform school opened in Budapest, the „New School“ directed by Emma Domokosné Löllbach which operated until 1949. Her core idea was that the curriculum should be placed upon the foundations of pediatric psychological research and that the school shouldn't just provide the knowledge, but by providing the children with it, they should also help with personality development. She achieved this with optional tools related to playful activities. In 1936, the first rural reform school named the „Garden School“ opened in Szeged. It's first headmistress Erzsébet Dolch wrote in her dissertation named „The „New Education“ theoretical and practical realizations“, how the western reform teachers (Dewey, Montessori, Declory, Ferrière, Cecil, Lietz, Radice, Agazzi sisters) influenced the Hungarian reform schools, and she also showcased how the hungarian institutions operate. During my research I used primary and secondary sources (books, journal articles, photographs, and the personal legacy of Erzsébet Dolch) to reconstruct the operation of the three institutions. In my presentation I showcase the curriculum features of the three schools, pointing to the objectives of the Western reform pedagogical movements within them, and I present in detail the activities, teaching and learning aids developed by teachers and students to acquire the basics of writing, reading and numeracy, and in the case of older children, the knowledge of different disciplines (biology, geography, technology, lifestyle, etc.). used to process.

#### *Abstract (in Language of Presentation) :*

Um die Wende vom 19. zum 20. Jahrhundert eröffnete weltweit mehrere Institutionen, die anstelle der herbartischen Pädagogik moderner pädagogische Ziele und Methoden vor Augen hatten. Im Jahre 1913 eröffnete eine ungarische Frau, Márta Müller, ihre „Familienschule“ in Brüssel, die von 1915 bis 1943 in einer Villa in Buda betrieben wurde. Sie setzte sich zwei Ziele: Lernen soll den Kinder Freude bereiten, und das gemeisterte Wissen soll in einer System einordnen. Dafür hielt sie notwendig durch aktives, kreatives und spielerisches Lernen die Lehrkompetenz erweitern, und auch die Anpassung an die Interessen des Kindes war von grosser Wichtigkeit für sie. Im Jahre 1915 wurde in Budapest eine weitere Reformschule gegründet, die „Neue Schule“, die bis 1949 in Betrieb war. Die Leiterin der Schule war Frau Emma Löllbach. Das Wesentliche ihrer Programm war, dass sie den Lehrplan auf den Grundlagen kinderpsychologischen Forschungen aufbaute. Sie glaubte, dass die Aufgabe der Schule nicht nur darin bestand, Wissen zu vermitteln, sonder die Unterstützung bei der Persönlichkeitsentwicklung. Dies wurde vor allem durch spielerische Aktivitäten mit optionalen Mitteln erreicht. Die erste ländliche Reformschule, „die Gartenschule“, wurde im Jahre 1936 in Szeged gegründet. Die erste Leiterin der Schule, Frau Erzsébet Dolch schrieb ihre Dissertation mit dem Titel „Theoretische und praktische Umsetzungen der 'Neuen Bildung' “. In dieser Arbeit stellte sie beide budaer Schule – die sie sehr gut kannte - vor, und überdies stellte sie auch der Einfluss westlicher (westeuropäischer, nordamerikanischer) Reformpädagogen (Dewey, Montessori, Declory, Ferrière, Cecil, Lietz, Radice, Agazzi Schwestern) auf den ersten ungarischen Reformschulen vor. Ich benutzte zu meiner Forschung verschiedene Typen der Quellen, auch Primär- und Sekunderquellen (z.B. Bücher, Artikel, zeitgenössischen Fotografien, persönlicher Nachlass von Erzsébet Dolch.). Eine der wichtigsten Quellen war die Dissertation von Erzsébet Dolch. In meiner Vorlesung stelle ich die Lehrplanmerkmale der drei Schulen und den Einfluss westlicher Reformbewegungen vor. Ich möchte die Methode, die Aktivitäten und auch die Lehrmittel – oft selbstgemachten von Kindern und Pädagogen - aus-

fürlich beschreiben. Diese Hilfsmittel halfen die kleine Kinder Lesen, Schreiben und Rechnen zu lernen, und die Älteren die verschiedenen Disziplinen (Biologie, Erdkunde, Technik, Lebensstil, usw.) zu verarbeiten.

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**Keywords:** Curriculum, Historical Justice, Human Rights, Progressivism, Applied Educational History  
**Historical Injustice and Curricular Reform: A Comparative, Historical View from Australia**

Matilda Keynes<sup>1</sup>, Beth Marsden<sup>2</sup>

<sup>1</sup>University of Melbourne; <sup>2</sup>La Trobe University

This paper explores how historical injustice is represented in Australian history and social studies curriculum. It combines genealogical (Foucault 2019; Garland 2014) with comparative case study approaches (Bartlett and Vavrus 2017), to examine conditions of possibility for the representation of historical injustices in curricular materials at two key junctures: 1940-50s and 2020s.

In post-war Australia, curricular reform was precipitated by growing awareness of the dangers of racial discrimination, along with heightened sensitivity of governments to negative perceptions from the international community about the withholding of rights from Indigenous people (Marsden 2018). Reforms designed to address intolerance that followed in the state of Victoria, were shaped by the influence and spread of transnational, progressivist ideals designed to foster 'intercultural understanding' (Education Department 1954). These reforms also included new pedagogical approaches such as drama-across-the-curriculum (Campbell 2014). Yet, as illustrated in a prior study (Keynes and Marsden 2021),

curricular reforms did little to challenge foundational narratives of the Australian settler state, and instead continued to legitimise white settler possession through approaches that ignored First Nations' histories and sovereignties. The present juncture is characterised by a dramatic increase in societal awareness of historical justice issues around the world (Keynes et al. 2021). In Australia, as elsewhere (i.e., Miles 2019; Åström Elmersjö and Arvidsson 2021), reforming education to teach the truth about the past is a key priority (Keynes 2021). Yet, we will show how recent and slated curricular reforms share troubling affinities with the post-war discourse in their predication on raceless, psychologised, and decontextualised approaches that emphasise individual rights at the expense of complex, structures of injustice. Following Westberg (2021), we argue for the utility of educational history in educational and social research by illustrating how historical analysis might usefully contribute to contemporary historical justice-informed processes of curricular reform.

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## A3 09.1: SYMPOSIUM

### The Ontology of Educational Technologies in the Electronic Age: Six Perspectives on Media Use and Discourse PART 2

*Keywords:* electronic devices (television, radio, computer), techno-solutionism, modernisation narrative, educational reforms, stakeholders

*Chair:* **Barbara E. Hof** (University of Zurich)

*Discussant:* **Inés Dussel** (DIE-CINVESTAV)

What makes a device, theory or particular practice an "educational technology"? The overarching aim of this symposium is to present six cases to stimulate a discussion on the different approaches to reforming education with technologies in the "electronic age", and thereby to shed light on the ontology of educational technologies. The common ground of the six papers is the view that the legitimacy and rationale for promoting technology in education lies in the belief that it serves as a *vehicle* for progress. To make this case, they focus on a wide range of actors and their attempts to change learning practices through television, radio and computers since the 1940s. The symposium focuses on the arguments of policy-makers, economic interest groups, media producers, international non-profit organisations and teacher unions to show that these different stakeholders shared the belief that learning can be enhanced through technology. They sought to implement educational technologies for reasons of social change and economic growth as well as scientific and cultural advancement. Since the 1940s, the modernisation narrative has been accompanied by an increase in the symbolic power of electronic media. The question of whether these media were used in the belief that they would enable "better" learning illustrates the potential of educational technologies to function as *vehicles* to foster greater equality



through new “mass” media; as *vehicles* to increase the competitiveness of national economies; and as *vehicles* to steer the learning process in the “right” direction. Aspects such as techno-deterministic beliefs, exaggerated hopes, shortcomings in implementation, the lack of acceptance of technology in the classroom, and the failure of many tech-based school reforms have recently received more attention, especially in the context of increasing digitalisation (Ames, 2019; Cain, 2021; Watters, 2021) and the pandemic (Reich, 2020). This symposium adds to this scholarship: firstly, it offers a variety of perspectives on the use of electrical devices as intended solutions to social problems (Morozov, 2013; Johnston, 2020). Secondly, the symposium provides insights into different practices and national contexts, enabling comparisons that can inform discussions on what educational technology has been and still is in the “electronic age”. The first panel includes three papers that deal with sensory learning and television and radio as respective technologies for seeing and hearing. It also addresses the question of whether education or technology comes first. Based on a praxeological approach, the first contribution uses the example of medical skills instruction to argue that television was a useful medium to advance professionalisation. The second contribution demonstrates UNESCO’s enactment of a “development imaginary” through radio broadcasts. The third contribution – a comparison between programmes to market school computers in Sweden and East Germany – shows that microcomputers were not initially envisaged for educational purposes. Computer industries were originally motivated by economic goals; it was only later that school reformers sought to make them inherently educational machines. While the first panel takes a closer look at the materiality of educational technology, the second panel assembles papers that explore how the implementation of computers was discussed in different countries. Cases from Switzerland, India and Sweden exemplify the administrative efforts, debates and necessary infrastructures that have surrounded the introduction of digital devices in education since the 1970s. The fourth contribution to the symposium looks at negotiations between stakeholder groups in response to somewhat uncontrolled digitalisation strategies in French-speaking Switzerland. The fifth contribution explores the relationship between computer education curricula and the establishment of the software industry in India, thereby revealing digitalisation as a hidden vehicle for social stratification. The sixth and final contribution argues that union struggles are an area in which sociotechnical imaginaries and practical problems are reconfigured.

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#### *Presentations of the Panel*

### **Taming “Wild Growth”: The Introduction of Digital Education Technologies in Western Switzerland, c. 1975–1995**

**Fabian Grütter**

Zurich University of Teacher Education

In Swiss education policy and public schools, computer-based teaching is often discussed under the broad term of “digitalisation”. These negotiations – centred around the notions of “education” and “digitality” – tend to suggest that it is clear 1) *that* the two have a co-dependent *telos*, 2) *what* this *telos* is and 3) *how* this *telos* can be reached. When it is not reached – and it never is –, the rapid innovation cycles of computer technology, a lack of interest and skills among teachers and the inertia of the school system are cited as causes. Or to put it differently: Swiss “education” is never “fixed” through “digitalisation” – and when it isn’t, some will blame the “industry”, some will blame the “school system” and everyone will blame the “teachers”. However, such (failed) expectations of technological salvation along with their accompanying blame game are based on a misguided notion of both “education” and “digitalisation”. From a historical perspective, introducing digital educational technologies under Swiss conditions of subsidiarity and federalism equates to a permanent process of negotiation that responds to pedagogical, economic and technological questions while at the same time constantly raising such questions. This becomes evident in my analysis of the gradual arrival of personal computers in schools in the French-speaking part of Switzerland between c. 1975 and 1995 based on documents from the cantonal education departments stored in the cantonal state archives. In economic and technological terms, this period was extremely turbulent for the region. In 1973, the Swiss National Bank ceased US dollar interventions in the foreign exchange market. The resulting appreciation of the Swiss franc plunged the export-oriented precision engineering industry (centred around

watchmaking) into a deep crisis. In combination with the Japanese and US-American innovation push, the strong franc turned the globally networked economic “powerhouse” into a post-industrial “wasteland” within a few years. As a result, starting with local administrations, computers became a promise for the future of the struggling region. Thus, primary and secondary education became the place where local post-industrial personnel were to be introduced to computers. However, emerging efforts to introduce digital technology into education proved challenging. Many of the difficulties can be attributed to the fact that the introduction of computers and computer education turned out to consist of tedious, complex, highly place- and time-specific negotiation processes between actors in educational policy, pedagogy and economics. Therefore, this paper argues that containing “uncontrolled growth” (“la croissance sauvage”) at the level of local and regional school administrations became the very driving force behind digitalisation in western Switzerland.

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## **Computers and Educational Hierarchies: The Introduction of Computer Education in Indian Schools in the 1980s**

**Krishna Kanta Roy**

Symbiosis International (Deemed University), India

Computers were officially introduced in selected schools in India in the early 1980s. The core objective was to demystify computers and incorporate them into classroom teaching and learning processes. The introduction of computers in schools was expected to have a liberalising effect among students and teachers (NCERT, 1984). However, a host of questions remain unanswered. Which schools received them and how was the choice made? What were the trajectories of these computers? What curriculum was woven around them? More introspectively: what did the government expect from schools in the form of computer education? According to the latest Unified District Information System for Education (UDISE) government data (2019-20), computer infrastructures in schools are still very limited. Only 38% of schools in the country have computers. This statistic runs contrary to the success story of the software industry in India in the last three decades. At this juncture, a larger question comes to the fore: how did the curriculum and pedagogy for computer education in Indian schools correspond with the timeframe for the emergence of the software industry and its establishment in Indian employment markets? In this paper, we delve into the incorporation of computers into formal delivery systems of schools in India. More specifically, we seek to trace the infrastructure, curriculum and pedagogical dimension of computers in public schools. These schools are at the lower rungs of educational hierarchies, reflecting the low social status of their participants. In such schools, the role of the state becomes pre-eminent. When did the local government, at the level of either the state or the city, decide to introduce computers in schools? What were the policy directives in this re-

gard? Going further, how were these directives operationalised? By answering these questions, we seek to understand the perceptions of the state regarding the education of the marginalised – as seen through the lens of computer education in this case. Methodologically, we draw on two key sources in this paper. Firstly, we refer to interviews with key government officials from the Education Department of the Pune Municipal Corporation. Secondly, we draw on extensive fieldwork and discussions with municipal school officials in areas where computers were installed. Taken together, we seek to understand some of the underlying reasons for the lack of integration of computer education in schools, especially those under government regulation.

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### **Revisiting “Social” versus “Technical” Aspects in Teacher Debates, 1970s-2020s**

**Lina Rahm<sup>1</sup>, Annika Bergviken Rensfeldt<sup>2</sup>**

<sup>1</sup>KTH Royal Institute of Technology, <sup>2</sup>University of Gothenburg

This presentation aims to problematise the social/technical aspects of teaching and learning by investigating teacher debates, education policy and union struggles about digital technology in Swedish schools from the 1970s to the present. Using social context cues theory (Sproull & Kiesler, 1986) as a starting point, we examine how the social/technical is constituted, e.g. by being discursively separated, contrasted or dismissed. The dissemination of digital media technologies in Swedish K-12 schools began in the 1970s, characterised by a push-driven logic that was rarely requested by the teachers themselves (Riis, 1993). How this played out specifically in teacher debates and union struggles is an interesting area of problematisation, meaning-making and reconfiguration of what constitutes social/technical aspects of teaching that can help shed new light on contemporary assumptions. Our data collection will focus on “debates”, i.e. the discursive sites of problematisation, confrontation, negotiation and solution. More specifically, we will draw data from 1) Swedish educational and technology policies and 2) debate articles in teacher union magazines and newspapers. This study contributes new knowledge about the social and technical issues that have been involved in and around the implementation of digital technology in schools and from teacher perspectives, and how such problematisations have changed over time. As such, this presentation will explore and trace the rationales, arguments and boundaries in teacher debates “for” and “against” technical mediation in teaching and learning situations. The following research questions will be addressed: (1) How have teachers historically been involved in either implementing or resisting digital technology? (2) What view of face-to-face and computer-mediated communication characterises the emerging debate on digital technology in schools, and how has this view changed over time?

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### A4 09.1: Educational Media and Society (3)

Session Chair: **Patrick Buehler**, University of Applied Sciences and Arts Northwestern Switzerland

*Keywords:* missionary women, China, cultural imperialism, pedagogical localization

#### **Pedagogical Localization and Cultural Imperialism: American Missionary Myrtle Hinkhouse's Experience as Educator and Medical Doctor in China, 1916-1948**

**Limin Su**

Hainan Normal University, China, People's Republic of

The experiences of American missionary women in China demonstrate various power struggles that intertwine the concepts of gender and culture with evangelism. In the eyes of Chinese, American women had little resemblance to the traditional Chinese women. Working as medical doctors, teachers, and missionaries, American women in China were naturally granted a sense of authority by the Chinese community since it was impossible for Chinese women to work in these fields at the time. Although missionary women arrived in China with more privileges than Chinese people, it is not clear how missionary women's educational and medical activities had helped advance cultural and social movements in the early twentieth century China even though female educators in the U.S. were able to participate in feminist movements and challenge public notions of separate spheres. In some historical writings, missionary women were often represented the traditional Victorian values, while symbolizing United States' cultural expansion. However, just as Theresa Kaminski argued, women missionaries were not a group of homogeneous cultural imperialists, they reinvented American nationalism and imperialism during their encounter with other nations and cultures. How and to what extent women missionaries in China contributed to United States' imperial expansion is an unsettled topic, since missionary women's culture were not unitary but more like a recalibrating system changing long with their encounter with different races, political environment, people and culture in the host country.

The current research is to reveal the teaching and medical activities, life patterns and the influences of Myrtle Hinkhouse, an individual missionary woman from Iowa who spent over thirty years of her life as teacher and medical doctor in China from 1916 to 1948. By tracing the socio-cultural contexts in which Myrtle Hinkhouse lived, her educational and cultural backgrounds, and her teaching and medical activities in China, the study facilitates a more comprehensive understanding of American women's missionary activities in the early 20th century. With the support from Iowa Women's Archives at the University of Iowa, I have turned to original documents to locate Hinkhouse's family history and the environment in which she was raised. I have also examined the letters, correspondence, documents and journals she sent from China to her families and friends which described in detail her teaching activities, work as a medical doctor on China mission, as well as her many adventures and trips to different parts of China. From those documents, I found a teacher who was able to utilize local stuff and cultural conventions to create teaching materials, a doctor who can transform minimal materials into life-saving medicines in the war-time China, and a woman whose life and work offered a view of American missionaries in the early twentieth century as independent, strong-minded, intelligent individuals with a spirit of adventure and great compassion for the suffering of people in other countries. Myrtle Hinkhouse's story corrects the popular criticism of missionary women as accomplices of United States' cultural imperialism and symbols of conservative gender ideologies.



*Keywords:* History of education, distance learning and teaching, emergency situations, Switzerland, policy analysis

#### **Distance Learning in Switzerland During Difficult Periods: understanding the historical evolution**

*L'Enseignement à Distance Pendant Différents Moments de Crise en Suisse (XX et XXI siècle)*

**Wolfgang Sahlfeld**

University of Italian Switzerland, Switzerland

*Abstract (in English):*

In spring 2020 schools closed worldwide in almost all countries. In the history of education, nothing similar has ever happened (Cahon, 2020), since school closure during pandemics or even wars in the 20th century were usually based on local decisions and limited to a few weeks (Hieronimus, 2006 ; Sahlfeld & Antognazza, 2021), and the same can be said for recent pandemics (Navarro, Kohl, Cetron & Markel, 2016). One of the reasons for the drastic school closures in 2020 may have been the wishful thinking that schooling inside schools could be fully substituted by teaching across internet-based conference calls. It should not be forgotten that in a very recent past historians of education have stressed the differences between traditional distance learning based on correspondence or radio/television and the internet-based distance learning in the virtual classroom (Sumner, 2000). The reality was different, and in 2020 we observed that distance learning in a context of closed schools provoked new difficulties for all actors of the education system (Gola, Calvo, Castelli, Egloff, Negrini, Piatti, Rocca & Sahlfeld 2022). We think that the question must be rediscussed after the « worldwide experiment » of online teaching and learning during the Covid-19 pandemics. In Switzerland, resources for remote learning



were used in the past as well in periods of local school closures (e.g. during the toughest months of the Spanish flu) as in periods of open schools. In this second case, technologies were also a resource for the guidance of the education system, e.g. in the period of World War II when education in neutral Switzerland had to promote patriotic values and the spirit of « Defense of the Fatherland » entering deeply into the cantonal autonomy on behalf of schooling and curricula (Solcà, 2004). Focussing mainly on the case of Italian-speaking Switzerland, we will study three different moments of « distance learning » belonging to the three main stadiums of distance learning (Bozkurt, 2019): postal sending of exercises to pupils during the Spanish flu, radiolessons in the years from 1933 to 1945, and internet-based learning in spring 2020. Our aim is to study the discussion in the public sphere (pedagogical journals, government documents) as well as inside the groups charged to implement technologies (e.g. the cantonal Education board in 1918 and the didactic commission of national Broadcasting service in 1933-1945). How did actors see the use of technologies ? Can we see an official judgement about it ? Did actors resist to the using of technologies ? Did the distance learning experiences change the nature of daily schooling in the education system ? Producing new historical data may help us to understand better what happened in 2020, and promote a new debate about evolution and sense of distance learning.

*Abstract (in Language of Presentation) :*

Au printemps 2020 les écoles du monde entier ont été fermées, ce qui est une situation sans précédent dans l'histoire de l'éducation (Cahon, 2020), les fermetures d'écoles pendant les grandes pandémies du XX siècle ou dans d'autres situations de crises (guerre) ayant toujours été décidées localement et pour une durée limitée (Hieronimus, 2006 ; Sahlfeld & Antognazza, 2021). Cela vaut également pour les plus récentes pandémies du XXI siècle (Navarro, Kohl, Cetron & Markel, 2016). Parmi les raisons de ce traitement brutal infligé aux écoles, on peut facilement imaginer une sorte d'illusion selon laquelle l'enseignement présentiel pourrait être remplacé, à l'époque du *weg*, par des connexions via internet, donc une sorte d'enseignement à distance. N'oublions pas que les historiens de l'éducation eux-mêmes ont souligné une forte différence entre l'enseignement à distance du XIX et XX siècle et celui, plus interactif, à l'époque du *web* (Sumner, 2000). La réalité a été un peu différente, et nous avons pu observer que l'enseignement à distance basé sur l'internet a provoqué de graves difficultés pour tous les acteurs du système éducatif (Gola, Calvo, Castelli, Egloff, Negrini, Piatti, Rocca & Sahlfeld 2022). A notre avis, la question doit être rediscutée en tenant compte à la suite de l'expériment mondial d'enseignement à distance qui a été vu pendant la crise Covid-19. En Suisse, des ressources pour l'enseignement à distance ont été utilisées déjà dans le passé, soit pour un enseignement par correspondance en l'occasion de fermetures locales d'écoles (par exemple au temps de la grippe espagnole) mais aussi en périodes de difficultés pour le monde de l'éducation. Ce second cas s'est vu par exemple au cours des années '30 et '40, au temps de la « Défense spirituelle de la Patrie », lorsque les services d'émissions radio pour les écoles venaient utilisés pour promouvoir parmi les écoliers un esprit de patriotisme (Solcà, 2004). En nous focalisant d'abord sur le cas de la Suisse italienne, nous allons étudier trois moments différents d'enseignement à distance qui appartiennent par ailleurs aux trois grandes stades d'évolution (correspondance, radio, internet) de l'enseignement à distance (Bozkurt, 2019): l'envoi d'exercices aux élèves par courrier au temps de la grippe espagnole, les leçons du service radio dans les années '30 et l'expérience de la didactique en ligne au printemps 2020. Notre but est d'étudier les discussions et les débats dans la sphère publique (revues pédagogiques, documents officiels) mais aussi à l'intérieur des commissions et groupes de travail chargés de promouvoir l'usage des nouveaux instruments didactiques (comme par exemple la commission pour la « Radioscuola » de la Suisse italienne en 1933-1945). Comment ces acteurs ont-ils vu l'usage des nouvelles ressources ? Peut-on voir l'émergence de positions officielles à l'égard ? Les expériences faites ont-elles modifié le quotidien dans le système éducatif suisse ? La production de nouvelles connaissances à l'égard est à notre avis indispensable pour mieux comprendre les événements du printemps 2020, mais aussi pour arriver à un nouveau débat sur le sens et l'évolution historique de l'enseignement scolaire à distance.

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*Keywords:* desk, context, literary images, furnishing, setting

## **The School Behind The Desk. Literary Images Of Furnishings, Settings And Contexts**

Nunzia D'Antuono

University of Salerno, Italy

Between “school things” and classroom furnishings, desks are among the objects with deep historical sedimentation. They belong to a material culture of the school that, in recent decades, has been long investigated in its evolution (Becchi, Ferrari, Meda) until it became even a piece of exhibition. Things have their own life (Bodei) and besides, as Braudel taught, material life is made of men and things. One cannot think of a classroom without referring to the desks, one of the serialized objects of education that has induced a general homologation of teaching and learning methods. The desks are made to listen and embody the idea of one mind depending on another mind (Dewey). They are structures created to optimize the space and encourage discipline; in this perspective they are opposed to the teacher’s desk, as in the description of Collodi in which he remembers that on «two both walls, on the right and left of the teacher’s chair, used two very long benches for the pupils». Desks stand out on the covers of books that narrate childhood memories we think of the photo chosen by Tullio De Mauro because it seems that the schoolboy was such only if he sat behind a desk. The choice of desks reveals a precise idea of school and society. Domenico Starnone, born in 1943, in retracing his first days of school associates with the initial punishments the ‘habit’ to remain still in the desk thinking only what the school told him to think.

The words of the Neapolitan writer describe, from the literary point of view, the criticism that Maria Montessori has elaborated from the pedagogical perspective, defining the desks of the scholastic authoritarianism, real evidence of the errors of the primitive scientific pedagogy (De Giorgi). The Italian language is full of expressions that intimately link the school and the desks: “go back to the desks”, “sit between the desks”. Eugenio Scalfari has never forgotten his “classmate in second and third high school”: Italo Calvino. The desk, with all its critical issues, has turned into essential furniture and symbol of the traditional school, becoming one with the student who sits behind it. How different in the eyes of teachers are those who choose to occupy the first desk and not the last? Obviously, this is the perspective of a classroom and an educative action that see their getaway point in the teacher’s desk. The contribution aims to corroborate the pedagogical analysis of a school furniture with the symbolic meaning that it has assumed in literature.

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*Keywords:* diagrams, left-right scale, civic education, global history, political science

## **Figuring Politics – Diagrams of the Political System as a Technology for Citizenship Education**

Janne Holmén

Uppsala University, Sweden

The world displays a wide range of political systems that, in addition, are all under constant change. As authors of civics textbooks struggle to convey the essence of political systems to students in the limited space allotted to them, one of the most powerful tools at their disposal are spatial diagrams. Throughout history, humans have used their cognition of space in order to grasp difficult thoughts and concepts and to communicate them to others. Well-known examples are

lists and tables, the periodic chart of the elements, phylogenetic trees, timelines, statistical graphics and the political left–right spectrum. In such diagrammatic illustrations, spatial relations in the figure represent relations among the analyzed concepts. For example, columns in tables and the X-axis in diagrams often represent time. Through such metaphorical transfers from the abstract to the spatial, we can utilize our old and well-developed ability for spatial cognition in order to fathom new and complex phenomena. The power of abstraction and condensation provided by spatial visualizations is of great help in a global longitudinal study of this kind. A similar investigation would have been impossible using traditional textual analysis because of the time required to process the vast material. The presentation will analyze how the political and social order has been represented spatially in upper secondary school civic textbooks from a global selection of countries in the 20th and 21st centuries. During this period, democratic multi-party systems with complex political and ideological landscapes have spread across the world. Actors intent on describing this landscape, such as politicians, journalists and scholars, have used spatial metaphors and diagrams to make intricate political relationships understandable – and to make their arguments more compelling. In education, spatial representations have served a didactical function of simplifying learning by giving abstract thoughts tangible spatial form. In civic education, common examples include the political left-right spectrum, flow charts of the voting process or decision hierarchies, or diagrams of the societal class structure.

An important factor to take into consideration is how the political, social and technological transformations of the period have affected how politics is spatialized. For example, politics was projected on a one dimensional left-right spectrum in the early 1900s, but the rise of Nazism and Communism created a need among liberals to add another dimension, where these movements on the opposite fringes could be spaced closely together as “authoritarian”. At the turn of the 21st century, the rise of environmentalism, nationalism, populism, gender issues and identity politics has challenged the hegemony of the left-right axis as a representation of politics. The rapid development of information technology has also made it easier for broad layers of the population to draw spatial schemas of their political worldviews, and to disseminate them to the world through the internet, spawning new types of diagrams. For example, in diagrams from Swedish civics textbooks from the second half of the 2010s, the left-right scale has been complemented by a vertical dimension with Green-Alternative-Libertarian in top and Traditional- Authoritarian-Nationalist below.

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## A6 09.1: SYMPOSIUM

### Concepts, Problems and Joins around Secular and Laic Education in the History of Schooling

#### PART 3

*Keywords:* Secularization, Laic, Transnational, Catholic, State  
*Chair:* **Maria Adelina Arredondo Lopez** (Universidad Autónoma de Morelos)  
*Discussant:* **Bruno Poucet** (Université de Picardie)

This symposium builds on the trajectory of the Special Working Group *History of Laic Education: Concepts, Policies and Practices around the World* (ISCHE 2016-2021). It gathers scholars’ contributions from different countries that have studied the diversity of processes and conditions that made the transition from a religious to secular or laic education possible. The symposium aims to open a reflection on the issues of secularism by resolutely integrating a transnational dimension. We take secularism as an object of circulation and debate that runs through school systems.

Indeed, national education systems’ configuration has resulted from nonlinear processes, which accompanied the creation of the modern State, the development of capitalist production and the expansion of urbanization and market economy. The Nation States have assumed the function to educate the citizens and sometimes built an absolute monopoly on formal education in societies. For that purpose, limits between the role of the State and the civil society had to be delimited -chief among them the role of religious instruction. Secularization and laic education have been part of the States empowerment, although with different modalities, degrees, advances, and backward movements and facing diverse ad-

versaries. Against the conflicts aroused by creed or religion, laic education became a principal and a desirable model to the interior of the nations and in international and transnational organizations. In many countries, secularization firstly led to separate public education from Church, secondly, to omit all religious instruction, cults, and symbols in the educational system, and thirdly, in the most radical models, to prohibit, penalize, and forbid any religious contents, pedagogical means, symbols, cults, persons, institutions, and financial or material resources related to any Church or religion in public education in all its grades and levels. This symposium addresses the circulation of secularisation in the countries under Catholic tradition (Argentina, Brazil, Colombia, France, Mexico) between the nineteenth and twentieth century. The papers revolve around the history of laic education, including discussions on terminology and theories, educational philosophy, national systems principles, political and law frames, curriculum changes, educative agencies and subjects fighting for schooling control regarding advances and backwards in laic education. The symposium's overall theme is concepts, problems, and joints around secular and laic education in schooling history. The organizers are Felicitas Acosta (Argentina), Bruno Poucet (France), Adelina Arredondo (Mexico) and consists of three panels, each hosting three or four presentations, a discussant, and a chair:

Panel one: problems around defining concepts and explaining how it is possible to build a transnational history on secularization and laic education.

Panel two: explores the building of secularism together with educational systems between the nineteenth and twentieth century through the cases of Argentina, Brazil, Mexico, and Colombia.

Panel three: examines the resistance encountered in the implementation of the principle of secularism in the configuration and expansion of educational systems in Mexico and France.

All the papers included in the symposium explore archival collections in the different countries mentioned above. The symposium's methodology aims to compare, go beyond the specificities of each country and lead to a transnational perspective on the matter.

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### *Presentations of the Panel*

#### **Laic Education and Resistance to Change in a Conservative Society in Mexico, 1917-1940**

**Salvador Camacho Sandoval**

Universidad Autónoma de Aguascalientes

In 1917, the 3<sup>rd</sup> article of Mexico's Political Constitution was modified, but not without first provoking a heated debate in the Chamber of Deputies on the secular nature of Mexican children's education. The government of Venustiano Carranza identified and linked educational secularism with a series of anti-clerical measures, which led to the rejection of the ecclesiastical hierarchy and Catholic groups in the country, especially in states of the central-western region such as Aguascalientes that had a substantial social and cultural influence from the Catholic Church. This presentation aims to analyze the instrumentation of the federal government's education policy in the context of the conflict between the church and the Mexican state. This policy had in its background the Reform Laws that undermined the political, legal, economic, cultural, and educational power of the Catholic Church. In this context, laicism is dimensioned as part of Mexican society's secularization process and modernization. The period under analysis is from 1917 -the year of the promulgation of the constitution- to the end of the six-year government of Lázaro Cárdenas, who retrieved the laicism and anti-clericalism from his predecessors within the framework of a set of legal decisions that gave education a socialist character and called for the country's progress in terms of economic improvement and social justice. In this period, we study the ideas that different groups had about laicism, the specific measures taken concerning the educational system and the reactions from resistance and opposition groups to the government's decisions.

In 1917, in Aguascalientes, the federal and state government took on educational secularism as part of measures aimed to change the social structure. However, during the conflict between the State and Catholic Church from 1926 to 1929, education was once again the subject of controversy, as happened later with the socialist education applied -with different results- in the schools of the entity. This paper pays special attention to the processes of imposition, resistance, and negotiation of the course to be followed by the Mexican educational system, especially in Aguascalientes. In addition, the



type of participation of social actors rather than the ecclesiastical hierarchy and government authorities is highlighted. Hence the relevance of the involvement of the school principals and the teachers and that of parents and other groups in society made possible -or not- the application of governmental measures in schools.

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### **Defining or Interpreting Laicity? Trade Union Practices in France (1948-2004)**

**Julien Pierre Cahon**

Université de Picardie

Laicity is a historical and invariant pillar of public school teacher unionism identity. From the years following the Second World War to the 1980s, he mobilized massively to defend laicity against laws organizing and expanding the funding of private schools, the vast majority of which are Catholic. However, the principle of laicity, enshrined in the 1946 Constitution, gives rise to differing appropriations and interpretations among teacher unions. These reveal the ideological, corporate and organizational diversity of teacher unionism, which is not, in reality, monolithic in its relationship to laicity. This study proposes to grasp its characteristics and issues. For this, it mobilizes the archives and publications of the four primary teachers' unions in the public school sector: the National Union of Teachers (SNI), the National Union of Secondary Education (SNES) - which belong to the same federation: the Federation of National Education (FEN) -, the General National Education Union (SGEN) and the National Union of High Schools and Colleges (SNALC).

The 1950s and 1960s were a time of (re)definition of the laicity doctrine of trade unions. Laicity is, therefore also an issue in the relations between these organizations. School laicity then designates the absence of funding for private schools and the demand for a monopoly of public education, but this form of unanimity masks tensions that prevent joint action between teacher unions and accentuate internal fractures at the FEN (between the SNI and the SNES) and the SGEN. The years 1960-1970 were those of a semantic shift, under the influence of critical sociology, the events of May 1968 and the transformations of the education system, the centre of gravity of which swung to the second degree: union actors used the laicity reference to denounce the educational inequalities marked by socio-economic and cultural heritages, and assimilate clerical struggle and employers' struggle in the field of professional training. During these two periods, laicity was also a reference mobilized in the controversies between unions and moved into the political arena. The «school quarrel» indeed essentially structures French political life. With the last extensions of the school dispute (1981-1984), the emergence of Islam (1989) created new fractures within the teachers' unions. While state-funded and regulated private (predominantly Catholic) education was generally accepted by teacher unions in the 1990s-2000s, the question of Islam and the 2004 law on signs religion worn by the students again modify their relationship to school laicity, now added adjectives to qualify it: open, demanding, tolerant, flexible, combative...

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## Laic Education in Private Education. A Comparative Study Between Mexico and France

Samantha Morales Nava, Maria Adelina Arredondo Lopez

Universidad Autónoma del Estado de Morelos

This paper compares the backgrounds, context and legislations that characterized educational secularism regimes for private schools in Mexico and France between 1942 and 1959. During this period, transcendental political and legislative changes occurred in both countries. In France, it was possible to subscribe the private sector to a secular regime with limitations. Meanwhile, in Mexico, in 1959, it was reiterated and expanded in the laws of 1942 to 1959 of the regime that, since 1917, prescribed secular education for both public and private schools of primary education. The importance of this study lies in establishing relationships that allow elaborating a more complex analysis of the same situation from the analytical operator «Regime of laicity» configured and proposed by Adelina Arredondo and Roberto González Villarreal, that includes the following elements: the pedagogical objectives, the space of laicism, the curriculum and the agents involved in the educational processes. Educational laicism for the private sector, in this case, was carried out in retrospect and «as a mirror» (Guy Swason, 1971). This article will focus on the regimes of laic education in two countries with diverse histories, from different continents and with different languages. However, both cases share Latin cultures and languages, the same classification of its Roman-Germanic legal system and a laic and catholic «strong tradition» at the same time. The conclusions of this comparison will show that these regimes remained similar in objectives and jurisprudence. However, Mexico's legal system was more radical in keeping public and private education apart from any religious doctrine, which was different in France.

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### B3 09.1: Entangling Race and Gender in Colonial Education

Session Chair: **Deirdre Raftery**, University College Dublin

*Keywords:* colonial pedagogy, German women's movement, womens league of German colonial society, Fröbel pedagogy, colonial-pedagogical technology

#### **A Shelter of Germanness in „Deutsch-Südwest“ – The „Jugendheim“ as a Model of Social Pedagogy between Colony and Homeland**

Dayana Lau

Alice-Salomon-Hochschule Berlin, Germany

Even though the period of German colonial rule persisted a comparatively short time, it generated broad and long-lasting resonance within the German Empire. Women's movements of all political directions also became involved in the colonial project and imagined this commitment as a way to enhance the social role of women in colony and metropolis (Walgenbach 2005). They pursued various strategies and projects to develop female fields of action, thus creating a significant role for women within the colonial project. One of these fields, which within moderate-conservative circles of the women's movement had already advanced to become the royal road to women's emancipation, was the practical exercise of so-called «spiritual motherhood.» Inspired by the pedagogy of Friedrich Fröbel, who as early as in the 18th century advocated the commitment of women in the Kindergarten he invented, upper- and middle-class women founded a variety of elementary educational institutions that provided educational and professional opportunities for women of their classes. A

famous example is the Pestalozzi-Fröbel-Haus in Berlin, founded in 1874 by Fröbel's niece Henriette Schrader-Breyman. Hedwig Heyl (1850-1934), a student of Schrader-Breyman, upper-class Berlin entrepreneur and founder of several educational institutions, created an original way to link the activities of the women's movement with colonial issues. As chairwoman of the Women's League of the German Colonial Society, Heyl was in charge for organizing women's emigration to German Southwest Africa and aimed to create new professions that would serve the colonial claim to power (Wildenthal 2001). Under Heyl's guidance, the Women's League founded colonial versions of her social-pedagogical projects in Berlin, including a Kindergarten and a Jugendheim (youth home) in Lüderitzbucht, where trained German women were supposed to work as teachers.

On the basis of archival sources and publications of the Women's League, I will examine the pedagogy of the Jugendheim and how it was translated from the German Reich to colonial Southwest Africa. While pedagogical ideas of Fröbel were adapted as elements of a national "Volkserziehung" in the Berlin Jugendheim (Koschwitz 1984), the pedagogy of the Lüderitzbucht Jugendheim, which was also following Fröbel's concept, was explicitly based on racial segregation (Wildenthal 2001). Pedagogical objects served as tools to promote a German "essence" within the colony. At the same time, the selection of these objects, which was strictly organized along German festivities and traditions, formed a bridge between colony and metropolis. Thus, this variant of Fröbel pedagogy can be analyzed as a colonial pedagogical technology, as I will discuss in this paper. The study will be introduced by first exemplifying dimensions of colonial participation in women's movements (ca. 1890s to 1930s), which include measures to prevent so-called "racial mixing", the adoption of Eurocentric narratives of civilization in the colony, and the intertwining of social and colonial politics (Dietrich 2015; Mamozai 1992; Walgenbach 2005; Wildenthal 2001). This allows to historically classify the example of the translation of the Jugendheim. I will conclude by discussing how these colonial pedagogical technologies impacted back on the "blueprint" in the metropolis.

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*Keywords:* Girls' schools, school uniforms, domestic science

## **Girls' School's Material Culture in British colonial Tanganyika (1920s-1961): Gendered and Racial Issues of a Pedagogical Tool**

Florence Wenzek

Université de Paris, France

In 1942, all the headmistresses of the girls' schools in Tanganyika Territory, which was then under British colonisation, met to discuss the main orientations of female education. One of them gave a short lecture on the teaching of needlework, and advised against 'the use of European clothes where the people are not ready for it'. Her proposal met with general approval: practical work should only encourage the making of 'useful or essential' things, and European-style dress was not one of them for up-country girls. Yet a decade later, all pupils in the country wore European-style dress: their uniforms were dresses or skirts and shirts. More broadly, the Territory's girls' schools familiarised their pupils with a series of imported industrial objects (crochery and kitchen equipment) as well as furniture and clothing based on European models. To justify these practices, the administration underlined that the general standard of living in the territory had to be improved. Besides, girls in the upper classes, who formed a small elite of a few dozen graduates per year, could become the wives of educated men. As such, they had to know how to entertain European guests. In the 1950s, the material culture of girls' schools in Tanganyika thus changed radically. The same was true of boys' schools, whose equipment was rapidly improved, but this move was more explicit in girls' schools, where domestic science classes assessed the pupils' mastery of such a material culture. For girls, more than for boys, the school's material culture was a pedagogical tool that was central in the hidden curriculum. This development is particularly interesting because it appears to be a metonymy of a much broader transformation of colonial practices between the interwar and post-World War II periods. While many interwar colonial policies stemmed from the fear of changing colonised societies too quickly, post-war policies were driven by a faith in modernisation. The historiography has shown the effects of such a move on school curricula. This proposal suggests examining a new dimension of educational policies: domestic science curricula and the informal

curricula conveyed through the schools' material culture. Focusing the study on girls' schools and curricula makes it possible to question the particular role conferred on women in the adoption and dissemination of new material practices in a colonial context.

This paper stems from my doctoral research. It uses a corpus of archives from the Tanganyika education administration (Tanzanian national archives and Colonial Office's collections stored in Kew, Great Britain). In addition, it uses rich sources bequeathed to the Bodleian Libraries (Oxford) by a female administrator responsible for girls' education in Tanganyika between 1939 and 1959. This fund comprises especially two photographic albums that allow for a visual approach to the material culture of the schools. Various photographs collected in schools or small archival centres complete this collection.

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*Keywords:* transnational history, women educators, textbooks

### **Travelling Texts: 'The sun never sets on The Happy Venture Readers'**

Kay Whitehead

University of South Australia, Australia

This paper focuses on the production, transnational circulation and impact of a series of English-language primers or first textbooks for the teaching of reading called *The Happy Venture Readers*, which were co-authored by Fred Schonell and Irene Sergeant in Britain in 1939 and disseminated to many countries of the British Commonwealth in the years following World War Two. Indeed, it was not only claimed that 'the sun never sets on the British Empire' but also that 'the sun never sets on *The Happy Venture Readers*' by the 1960s. The paper draws on feminist and postcolonial research. Whereas feminist research has a longstanding commitment to interrogating issues of power and difference with the goal of emancipating women, postcolonial research addresses 'colonial structures of knowledge and knowledge production and the representation of marginalised and indigenous populations' (Manion and Shah 2019, p. 445). Given that education is a site of longstanding colonial intervention, this paper proposes that *The Happy Venture Readers* sustained ongoing gender and racial inequalities. Yet, it was also the case that education was a site of empowerment for some marginalised people. The first section of the paper outlines the production of initial books in *The Happy Venture Readers* series and analyses their racialized and gendered content and illustrations. The second section discusses their dissemination and reception in various countries in the post war years. The remaining sections interrogate a photograph of an Australian teacher, Amy O'Donoghue, who is using cut-out characters from *The Happy Venture Readers* in her infant classroom in 1965. I juxtapose Amy O'Donoghue's biography as South Australia's first qualified Aboriginal teacher against content of the primers to concomitantly highlight the prevalence of colonialism and show how Amy deployed her distinct educational status to construct her life and work as an empowered Aboriginal woman.

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Saturday, 03/Sept/2022

### A0 10.1: RESEARCH WORKSHOP

#### Following the stars. Interviews with the History of Education

Antonella Cagnolati<sup>1</sup>, José Luis Hernández Huerta<sup>2</sup>, Carmen Sanchidrián-Blanco<sup>3</sup>, Joaquim António de Sousa Pintasilgo<sup>4</sup>, Maria Adelina Arredondo Lopez<sup>5</sup>, Andrés Payà Rico<sup>6</sup>

<sup>1</sup>University of Foggia, Italy; <sup>2</sup>University of Valladolid, Spain; <sup>3</sup>University of Malaga, Spain; <sup>4</sup>University of Lisbon, Portugal; <sup>5</sup>Universidad Autonoma del Estado de Morelos, Mexico; <sup>6</sup>University of Valencia, Spain

This special event focus on the presentation of a volume containing 21 interviews with the most relevant researches in the field of the History of Education in the last 50 years. The book, edited by Antonella Cagnolati and José Luis Hernández Huerta, published by Tab Edizioni (Rome, Italy) covers two aims. First, it is a wide landscape of our scientific field coming from the direct voice of the protagonists, which we called the “stars” of the History of Education; secondly, it is particularly dedicated to young researchers who need a kind of scientific genealogy explaining topics, methods, passions of the masters. Carmen Sanchidrián (University of Malaga, Spain) and Joaquim Pintasilgo (Institute of Education, Lisboa) will chair the research workshop with the participation of the editors Antonella Cagnolati and José Luis Hernández Huerta. Moreover, there will be the presence of some of the interviewed. The most interesting topics that have been addressed in the interviews are related to the academic path that brought these protagonists to research in the field of the history of education, to the methodological innovations that they have proposed and activated in their specific field, the original themes that they have done enter the sector of the history of education, the difficulties they have encountered in their career, and finally the awards received for the long activity carried out in their respective universities.

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### A0 10.2: ECR Special Events 01

#### ECR PUBLISHING IN HISTORY OF EDUCATION JOURNALS

Antonella Cagnolati<sup>1</sup>, Johannes Westberg<sup>4</sup>, Antonio Fco. Canales<sup>2</sup>, Ines Dussel<sup>3</sup>, Daniel Tröhler<sup>5</sup>, Helen Proctor<sup>6</sup>

<sup>1</sup>Espacio, Tiempo y Educacion; <sup>2</sup>Historia y Memoria del Educacion; <sup>3</sup>Paedagogica Historica; <sup>4</sup>Nordic Journal of Educational History; <sup>5</sup>International Journal for the Historiography of Education; <sup>6</sup>History of Education Review

Espacio, Tiempo y Educación: Antonella Cagnolati & José Luis Hernandez Huerta

Historia y Memoria de l'Educacion: Antonio Canales

Paedagogica Historica: Inés Dussel

History of Education & Children's Literature: Luigiarello Pomante

History of Education Review: Helen Proctor

International Journal for the Historiography of Education: Daniel Tröhler

Nordic Journal of Educational History: Johannes Westberg

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### A1 10.1: Educational Spaces and Materiality (2)

Session Chair: **Norberto Dallabrida**, Universidade do Estado de Santa Catarina - UDESC

Keywords: Arquitetura Escolar, Cultura Material, Memoria.

#### Architectural Plan Of Grupo Escolar Rolândia (1939): Possibility Of Studying A Material School Culture in Paraná's Education.

*Planta Arquitetônica Do Grupo Escolar Rolândia (1939): Possibilidade De Estudo De Uma Cultura Escolar Material Na Educação Do Paraná*

Maicol Renato Barbizan Da Silva

UFPR, Brazil

Abstract (in English):

This article presents some reflections on the architectural production of the Rolândia School Group, inaugurated in 1939, in the State of Paraná. With the possibility of discussion, the production of a Material School Culture. The proposal is to discuss the plan of the school group building, as a source of research in studies on school architecture, analyzing the context of the time in which it was produced, as well as its consequences. Therefore, this study analyzed the sources of

the FUNDEPAR (Paraná Educational Foundation) archive, such as: floor plans, school photographs, newspapers, trying to relate them to historiographical discussions about a school culture produced at school during the period in which was being implemented, based on its school architecture. Analyzing the relationship of architecture with its guiding agents for the architectural production of the State of Paraná, within a School Material Culture, in the possibility of rescuing the History and Memory of Education in Paraná

*Abstract (in Language of Presentation) :*

Neste artigo apresentamos algumas reflexões sobre a importância plantas arquitetônicas como fontes de pesquisa e seu potencial para discussão da Cultura Escolar e Cultura Material. Para tanto, este estudo analisou fontes do arquivo histórico da FUNDEPAR, Fundação Educacional do Paraná, tais como: plantas baixas, fotografias escolares, jornais, procurando relacioná-las às aplicações historiográficas acerca da cultura escolar. Discutiu a relação a arquitetura com seus agentes normadores para a produção arquitetônica do Estado do Paraná e como a Cultura Escolar pode ser agente de resgate de memórias para construção da história da educação.

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*Keywords:* cheap print, teaching aids, educational books, informal schooling, mass schooling

**Cheap Print: Towards a History of Informal Teaching Aids Before (and After) Mass Schooling, 1700-1900**

Elisa Marazzi

University of Milan, Italy

The focus of this paper lays at the intersection between educational books or teaching aids, and cheap print (that is, cheaply printed items, in single sheets or small formats, that sold for small amounts of money and circulated widely in

the early modern society). Book historians of Western Europe have devoted their energies, over the last decades, to these publications, also known as popular print. Studies have flourished on the different 'national' corpuses, such as *Bibliothèque bleue* in France (Chartier & Lusebrink 1996), or chapbooks in Britain (Neuburg 1977), as well as on the transnational fortune of some characters and narratives: stories such as those of *Fortunatus* or *Melusine*, that were common knowledge among people who lived hundreds of miles apart and spoke different languages (Grenby, Salman & Marazzi, 2021). A few scholars have also pointed out that a sizeable amount of these cheaply published items, similarly widespread across western Europe, had an educational purpose (catechisms, primers, books of riddles, illustrated Abcs) (Neuburg 1968; Martin 1975; Hébrard 1996), but their voice remains largely unheard. Moreover, some of these items, although not intended as textbooks, were used in formal or informal school settings, and also by autodidacts (tales of romances, almanacs, illustrated broadsides) (Neuburg 1971; Cerrillo & Martínez González 2012; Roggero 2021). This happened primarily in a period when literacy rates were rising, at least in some countries, but mass schooling policies were still in their infancy. However, a persistence of these materials is retraceable, in some areas, even in the late 19th century, and sometimes it led to a more standardised production of educational tools by the same publishers earlier specialised in cheap print.

Presenting the results of a research project on the encounter between children and cheap print in the early modern and modern society, the paper will showcase selected items from Western European libraries. They will be chosen in order to represent the most recurring typologies of cheap print that we can infer had a didactic purpose or use (based on archival records, annotations, reading testimonies, etc.). The purpose of this showcase is to raise awareness on printed materials that were probably commonplace for a wide range of learning people, but often lie undetected in libraries and archives. A deeper insight into such items can broaden our knowledge of teaching and learning practices in both formal and informal settings before schooling was ultimately standardised across Europe.

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*Keywords:* Park, materiality, culture document, education of the sense, city

### **The Park In The City, Materiality And Education Of The Senses**

*El Parque En La Ciudad, Materialidad y Educación De Los Sentidos*

Karen Kühlsen Beca

Universidad de la República, Uruguay

#### *Abstract (in English):*

The purpose of this work is to explore the possible links between space, memory and the city, considering the present analysis of the marks of time that we can locate in the urban space. For this, we explore the delimited territory of a park in the city of Montevideo and the forms that this space has had, as well as what are the compositions that we can establish in the present as marks of culture that remain today, being part of its forms. contemporary. This work began with the search for photographs and the subsequent analysis of the dimensions that we can find in the image, possible chronological date, the composition of the space, the uses that appear, the furniture. These public spaces are constituted as places where citizens interact, stay and circulate. These places define ways of behaving, they prohibit some things and enable others by imposing a certain way of being there. The paths, streets, stream, trees, lake, sculptures, stairs, benches,

lanterns, birds and stones are part of the materiality that we can admire. This current composition that we can read in its stability over time, aspects that allow us to value it as part of the historical that is presented to us today. Among the objects that make up the park space is the merry-go-round, one of the games that have appeared in records since the 1930s and that we find today as part of the attractions in the area of the park dedicated to children. In this sense, the considerations of the work intend to account for an education of the senses established from the participation of family groups and children in the particular space of the park associated with allocating part of the route to the children's area, which requires a reading that integrates and try to establish some approximations around these children on stage.

*Abstract (in Language of Presentation):*

Este trabajo[1] tiene por objeto explorar los posibles vínculos entre espacio, memoria y ciudad considerando el análisis presente de las marcas del tiempo que podemos ubicar en el espacio urbano. Para ello discurrimos el territorio delimitado de un parque en la ciudad de Montevideo y las formas que ese espacio ha tenido, así como cuáles son las composiciones que podemos establecer en el presente como marcas de la cultura que se mantienen hoy, siendo parte de sus formas contemporáneas. Este trabajo se inició con la búsqueda de fotografías[2] y el posterior análisis de las dimensiones que podemos encontrar en la imagen, posible fecha cronológica, la composición del espacio, los usos que aparecen, el mobiliario. Estos espacios públicos se constituyen como lugares donde la ciudadanía se relaciona, permanece y circula. Estos lugares definen formas de comportarse, nos prohíben algunas cosas y habilitan otras imponiendo una determinada manera de estar allí. Las sendas, calles, arroyo, árboles, lago, esculturas, escaleras, bancos, faroles, aves y piedras son parte de la materialidad que podemos admirar. Esta composición actual que podemos leer en su estabilidad en el tiempo, aspectos que nos permiten valorar como parte de lo histórico que se nos presenta hoy. Entre los objetos que conforman el espacio del parque está la calesita, uno de los juegos que aparecen en los registros desde los años 30 y que encontramos hoy como parte de las atracciones en la zona del parque dedicada a los niños. En este sentido, las consideraciones del trabajo pretenden dar cuenta de una educación de los sentidos establecida desde la participación de grupos familiares y niños en el espacio particular del parque asociado a destinar parte del recorrido a la zona infantil lo que exige una lectura que integra e intenta establecer algunas aproximaciones en torno a estos niños en escena.

[1] El presente texto se realiza en el marco del proyecto de tesis: *“Niños en domingo; infancia, juego y tiempo libre en el parque Prado de Montevideo.” (título provisorio)* en los estudios del programa de Maestría en Ciencias Humanas, opción Antropología de la Cuenca del Plata de la FHCE – UdelaR.

[2] Las fotografías las ubicamos en búsquedas en el acervo del Centro Municipal de Fotografía (CMDF) de la Intendencia de Montevideo.

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### A1 10.2: School Objects as Educational Devices (3)

Session Chair: **María del Mar Del Pozo Andrés**, University of Alcalá, Spain

*Keywords:* Construcciones escolares, España, Siglo XX, Prensa  
**The New Spanish School Architecture Through The Press.**  
*La Nueva Arquitectura Escolar Española A Través De La Prensa*  
**Cristina Redondo Castro, Isabel Grana**  
 Universidad de Málaga, Spain

#### *Abstract (in English):*

As soon as the History of Education in Spain is known, one is aware of the poor state in which school buildings were found until well into the 20th century. A century that began with new projects and aspirations for education and where school buildings occupied an important place in the educational policies of the time, since having more and better buildings was the key to the advancement and progress of our public instruction. Meanwhile, the written press experienced a considerable boom because, since the end of the 19th century and the beginning of the 20th, some written media sensed its socio-pedagogical potential and considered that they could contribute more, with the content of their articles and their dissemination, to the effective promotion of change and social development (Martínez, 2009). In this way, the press played a primary role as a tool at the service of education, hence the interest it aroused on its part to publicize and encourage the need to build more and better schools.

Therefore, it is evident that the written press constitutes a fundamental tool for the study of the History of Education, since it allows us to analyze its formative potential and its social role in our country. In our case, we focus on the analysis of the newspaper *El Sol* from 1917 to 1921 and, specifically, the supplement of «Pedagogy and Public Instruction» that was published weekly in the same during that period. A newspaper that defines itself as liberal and reformist. In this way, the interest of this work lies, on the one hand, in making known through the general, non-pedagogical press, as a resource for the study of the History of Education and, on the other, showing how the press echoes the new school constructions and what the new initiatives meant, in a social key. Therefore, for the analysis of this work we are going to use from the primary sources, since we are going to analyze the reference information to the object of study through the press. From this work, it is concluded that the first third of the 20th century was key to initiating a transformation in school buildings, both in the number of buildings, as well as in the improvement of designs, internal organization and the use of school spaces. And, although at first the evident improvements were very timid, little by little, they became more and more noticeable, having their greatest impact in the Second Republic.

#### *Abstract (in Language of Presentation) :*

A poco que se conozca la Historia de la Educación en España, se es conscientes del mal estado en el que se hallaron las construcciones escolares hasta bien entrados en el siglo XX. Un siglo que comenzó con nuevos proyectos y aspiraciones para la educación y donde las construcciones escolares ocuparon un lugar relevante en las políticas educativas del momento, ya que disponer de más y mejores edificios eran la clave para el avance y el progreso de nuestra instrucción pública. Entre tanto, la prensa escrita experimenta un auge considerable pues, desde finales del siglo XIX y principios del XX, algunos medios de comunicación escrita intuyeron su potencial socio-pedagógico y consideraron que podían contribuir por demás, con el contenido de sus artículos y su difusión, a la promoción eficaz del cambio y el desarrollo social (Martínez, 2009). De esta manera, la prensa jugó un papel primordial como herramienta al servicio de la educación, de ahí el interés que despertó por parte de la misma dar a conocer e incentivar la necesidad de construir más y mejores escuelas. Por tanto, resulta evidente que la prensa escrita constituye una herramienta fundamental para el estudio de la Historia de la Educación pues nos permite analizar su potencial formativo y su papel social en nuestro país. En nuestro caso, nos centramos en el análisis del periódico *El Sol* desde 1917 a 1921 y, concretamente, el suplemento de «Pedagogía e Instrucción

Pública» que se editaba semanalmente en el mismo durante ese periodo. Un periódico que se define así mismo, como liberal y reformista. De esta manera, el interés de este trabajo radica, por una parte, en dar a conocer a través de la prensa generalista, no pedagógica, como un recurso para el estudio de la Historia de la Educación y, por otro, mostrar cómo la prensa se hace eco de las nuevas construcciones escolares y qué significaron, en clave social, las nuevas iniciativas. Por lo que, para el análisis de este trabajo vamos a utilizar fundamentalmente las fuentes primarias, ya que vamos a analizar la información referente al objeto de estudio a través de la prensa. De este trabajo, se concluye que el primer tercio del siglo XX fue clave para iniciar una transformación en las construcciones escolares, tanto en el número de edificaciones, como en mejora de los diseños, la organización interna y el uso de los espacios escolares. Y, aunque en un principio las mejoras evidentes fueron muy tímidas, poco a poco, eran cada vez más notorias teniendo su mayor repercusión en la II República.

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*Keywords:* History of Education, Image, Educational Tool, Visual Turn, Middle Ages  
**The Symbolic Value of the Image as an Educational Tool in the Middle Ages**

Luca Odini

University of Urbino «Carlo Bo», Italy

In this contribution we aim to analyze the symbolic dimension of the image in the social and cultural context of the Middle Ages, to find out whether it can be deemed as a pedagogical tool for explicit educational purposes. Images and symbols are central in the medieval period. From the conception of the Greek *syμβάλλω*, which literally meant “that which is thrown or cast together”, the word symbol has gradually assumed a more representative meaning, in particular thanks to the reworkings of Neoplatonism and Christianity, which led the symbol – and the image – to mean “something which stands for something else”. If studies up to now have mainly focused on the shift from symbol to allegory, we will argue that symbols had an educational value in themselves because of their visual immediacy and without needing the filter of language. From miniatures and bestiaries to paintings and symbols, the medieval man lived in a world richly populated with art, whose meaning went way beyond appearances. This allowed not only the educated elites, but also the common and the ignorant, to grasp a deeper layer of reality that led to multiple semantic interpretations. Certainly, in the medieval world images and symbols were to be found outside formal educational institutions, as the medieval curriculum privileged the liberal arts and tended to leave the use of images, illustrations and symbols outside the purely educational sphere. By analyzing medieval iconographic sources, the purpose of this contribution is therefore to provide insight into the role of symbols and the visual arts in the daily education of the illiterate. Exploring the educational value of symbols can open up a new line of interpretation of its social and cultural dimensions. Our analysis will expand the scope of research on the history of education within the *visual turn* of the most recent years.

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*Keywords:* School building, Messina earthquake, Southern Italy

**A «spring flower» for Southern Italy. The reconstruction of schools in the Straits area after the 1908 disaster**

Dario De Salvo, Caterina Sindoni

University of Messina, Italy

The earthquake of 28 December 1908 struck the two cities located on the extreme border of Southern Italy, Messina and Reggio Calabria, and the surrounding territories. The earthquake was undoubtedly one of the most famous catastrophes in the world. It was an apocalyptic event that heavily devastated the Straits of Messina with a very serious toll on people - over 130,000 victims, according to a report drawn up by the British Foreign Office - and property. Almost all the buildings in Messina were razed to the ground or had to be demolished because of the damage. This terrible tragedy has also hit the school hard, both because of the high number of casualties among the school staff and the disastrous impact it has had on school infrastructure, facilities and teaching materials. The contribution intends to retrace the complex and slow work of rebuilding and revitalising the school fabric, through out the public aid, made available by the «Central Commission for Southern Italy» and the «National Rescue Committee», the solidarity contests and bureaucratic knots. In this context, it is important to start by carefully examining the projects and plans for the reconstruction of the schools and institutes involved in the catastrophe, the specifications for the supply of teaching aids and the technical reports, including the one drawn up in 1909 by C. Corradini «on the condition of the primary schools in the damaged provinces», sources that are part of the heritage of the provincial State Archives of Messina and Reggio Calabria and of the Central Archive of Rome.

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*Keywords:* caderno escolar, caderno digital, tablet, cultura material escolar, tecnologia e educaçào.

### **Notebooks And Tablets: Uses And Disuses Of Writing Supports In The School Space**

*Cadernos E Tablets: Usos E Desusos Dos Suportes De Escrita No Espaço Escolar*

Lívia Alonso Tagliari, Rita de Cassia Gallego

Faculdade de Educaçào da Universidade de São Paulo, Brazil

#### *Abstract (in English):*

The objective of this work is to investigate the place that school notebooks occupy, in view of the context of digital technologies, which, in theory, have impacted the ways of teaching and learning and, therefore, pedagogical practices. Interested in finding out if, when they are inserted in the school, digital technologies only replace the use of notebooks or if they add innovations and potential to this writing support, or even if they are used concomitantly with analog notebooks. In addition, at the beginning of 2020 the world was affected by the pandemic of the new coronavirus that ended up imposing social distance, the closing of schools and, therefore, remote teaching. This scenario impelled the research to also dedicate itself to finding out at what moment of virtual classes in a completely online school are students using paper notebooks. For this, a field study was carried out in a renowned private school in the city of São Paulo / SP, characterized by making use of digital technologies in an expressive way and having the tablet as one of the mandatory materials for individual use by students. The notebook, whether analog or digital, was chosen as the object of research due to its relevance to studies in education, constituting a rich source, since through it, it is possible to have access to implicit conceptions, such as, teaching, learning and school, as well as revealing information about students, teachers, the curriculum, assessment processes, times, values and customs, for example. (Frago, Santos, Mignot, Gvirtz and Larrondo, for example). The discussion about digital technologies at school is based on studies by Coll and Monereo, Kenski, Moran. Based on the perspective of school's culture studies (Frago, Julia and Escolano), it was observed that the choice and use of these materials are part of a complex plot that involves several dimensions such as space, time, pedagogical proposal, area of knowledge, teachers, subjects and ways of learning, so that, despite having a completely virtual school context, it was possible to observe that there were some students who adhered to digital notebooks, others transited making their class records in analog notebooks and personal study notes on tablets, and there were those who exclusively used their paper notebooks. It was found that students attach an important value to records as a means of learning and that they are closely related to studies for assessments. The work also shows that the use of tablets as a writing support for school records offers potential possibilities from a graphic point of view, storage, sharing and collaborative work, being mentioned by students as a fundamental material for school life, although for the greater part of the students, the notebook remains an equally important and functional material.

#### *Abstract (in Language of Presentation) :*

O trabalho tem como objetivo investigar qual o lugar que os cadernos escolares ocupam, tendo em vista o contexto das tecnologias digitais, que em tese, impactaram os modos de ensinar e aprender e, por isso, como práticas pedagógicas. Com o interesse apenas em substituir o suporte de escrita, ou digital, se usado concomitantemente com as escolas, ou com o potencial de suporte de escrita, ou digital, são utilizados concomitantemente às escolas, ou seja, são usados concomitantemente às escolas, ou seja, são usados concomitantemente com as escolas, ou com potencialidades. O mundo foi acometido pela pandemia do novo coronavírus que acabou impondo o distanciamento, o fechamento das escolas e, além disso, o ensino remoto. Esse cenário impeliu a pesquisa a também se dedicou a averiguar em momento das aulas virtuais em uma escola completamente *onlinese* encontra alunos usando cadernos de papel. Para isso, realizou-se um estudo de campo em uma particular renomada São Paulo/SP escola da cidade de fazer uso das tecnologias *digitais* como um dos materiais obrigatórios de uso individual dos alunos. Escolha-se o caderno, seja possível ou seja, estudos digitais, como objeto de educação, devido a sua pesquisa, constituindo-se em uma fonte rica que pode ser acessada por meios digitais ensino, aprendizagem e escola, além de permitir saber sobre os alunos, os professores, o currículo, os processos de avaliação, os tempos, os valores e os costumes, por exemplo. (Frago, Santos, Mignot, Gvirtz e Larrondo, por exemplo). A discussão acerca das tecnologias digitais na escola é fundamental nos estudos de Coll e Monereo, Kenski, Moran. Com base na perspectiva dos estudos da cultura escolar (Frago, Julia e Escolano), *tablets*, há aqueles que usam exclusivamente seus cadernos de papel. Verificou-se que os estudantes atribuem valor importante aos registros como meio para aprenderem e que eles estão intimamente relacionados aos estudos para as estimativas. O trabalho também mostra que o uso de *tablets* como suporte de escrita para registros escolares oferece potencialidades do ponto de vista gráfico, de armazenamento dos registros, compartilhamento e trabalho colaborativo, sendo mencionado pelos alunos como um material fundamental para a vida escolar, ainda que para a maior deles, o importante e funcional.



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## A2 10.1: Textbooks and Teaching

Session Chair: **Tom Woodin**, UCL

*Keywords:* gender, geography, pedagogical innovation, teaching, teacher education

### **Another Approach to the Teaching of Geography in Gloria Giner: Maps, Images and Stories of Women Travellers**

**Victoria Robles-Sanjuán**

University of Granada, Spain

Gloria Giner García was a teacher at the Teaching Training Female College in Granada (Spain), a geography researcher, an innovator in the teaching of Geography and a translator in five languages. Her training at the Institución Libre de Enseñanza provided her with an enormous cultural background in the second decade of the 20th century. It was the Second Spanish Republic and the end of a dictatorship that isolated her from intellectual circles that enabled her to introduce pedagogical innovations in her teaching and intellectual thought. Her most fruitful work came from 1935 onwards. We propose to analyse his teachings on another way of understanding Geography and the pedagogical tools he used to facilitate its teaching and to enthuse children. In two years she published three texts: «Geografía general», «Cien lecturas históricas» and «Lecturas geográficas». The appearance of his two manuals on the teaching of geography (the first and the third mentioned above) was considered to be of aesthetic interest and a fully institutionist conception of love for nature as part of the human being. These works were intended for the last years of primary and first years of secondary education, and they gathered together a wide-ranging thought on education, geography, pupils and the teaching of this discipline. The texts are carefully written and the maps are meticulously produced, and include numerous images to accompany the more theoretical concepts of astronomy, human geography, physics and economics.

With the idea that «Geografía General: el cielo, la tierra y el hombre» would become an appealing book for students, Gloria Giner introduced from the beginning mythological interpretations and poetic songs that made it a didactic, entertaining and apprehensible text of the geographical reality, beyond the mere academic text. It has been considered by

some authors to be a pioneering work with elements typical of the «Environmental Education» of the 1990s, and even of ecofeminism (Simón and Sanz, 2010). In both works we can find travel stories, popular songs, poetry or legends, which situate geography as the result of space and time, making it an «observed and felt geography», an understandable and attractive subject for students.

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*Keywords:* Experimental archaeology, primary school, specialist knowledge, textbooks, transformation

### **Textbooks And Experimental Archaeology: The Transformation Of Specialist Knowledge About Prehistory to Educational Knowledge For Primary School Children**

Lena Almqvist Nielsen  
University West, Sweden

Sweden has a long tradition of teaching Nordic prehistory in primary school. Stone Age, Bronze Age and Iron Age have been part of the curriculum for younger students since the early twentieth century. Since knowledge about this period in history is based on material culture, the specialist knowledge from archaeologists and archaeological research has clearly influenced the content of the teaching. Since the education of primary school teachers in Sweden is broad, there is no room for in-depth study of the subject of history. This contributes to the fact that school textbooks often play an important role in teaching students about prehistory. The textbooks are often used together with complimentary films and visits to nearby heritage sites, ancient monuments, or villages. Different aspects of archaeological specialist knowledge can be seen in all these forms of educational aids. This presentation is part of a Ph.D. project that contains text analyses as well as observations from primary school students' visits to a Bronze Age farm and interviews with students, teachers, and guides. The textbook analysis shows how archaeological research and contemporary social climate affect the content of the textbooks, how slowly certain stories change, and how some stories have remained almost unchanged since the early twentieth century. Since the analysis covers a period of over one hundred years it provides a long-time perspective and gives an insight into how archaeological specialist knowledge has affected the content of the books. This contributes to an understanding of both continuity and change in the design of the stories, how textbook authors have been influenced by both archaeological research and the prevailing social climate, and what content about Nordic prehistory students have been given the opportunity to partake of and learn about.

The ethnographic study was based on three classes' visits to a reconstructed ancient village at a heritage site where they had the opportunity to experience life in the Bronze Age with all their senses. Under the guidance of museum educators with archaeological knowledge, the students were given the opportunity to explore experimental archeology and cook, cast in tin, and gain an insight into the religious life of Bronze Age people by performing a sacrificial ceremony. The workshops were experienced in a context where the students first had a guided tour around the heritage site and were given a chance to relate their prior knowledge to the experience. A few days after the visit, interviews were conducted with the students in small groups. The studies show different aspects of the transformation of archaeological knowledge into teachable knowledge for primary school students. In the practical study, the students' reactions to the experiences, their newfound knowledge, and their responses to the archeological expert knowledge were visible.

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*Keywords:* History Textbooks, 19th Century, Female Education

## **The Emergence of German History Textbooks for Girls' Schools in the 19th Century**

Timm Gerd Hellmanzik

University of Hamburg & Helmut Schmidt University, Germany

Following the «Prussian Reform Movement» («Preußische Reformen») from 1807 onwards, a lasting change in the Prussian education system began, resulting in an expansion of education. Numerous reforms, compulsory schooling, the founding of universities and the development of new curriculums occurred during this period. However, the central developments were based on a gender distinction and limited to the education of male youth, although the discussion of women's «educational ability» («Bildungsfähigkeit») began as early as the 17th century. Finally, in 1908, it was only with regulations on the reorganization of the girls' school system in Prussia («Neuordnung des höheren Mädchenschulwesens») that girls were given the opportunity to obtain the qualification to continue their education and study at universities. In the 19th century, institutional teaching of history emerged from an auxiliary discipline to a regular subject at various types of schools, including girls' schools. History education had an identity-forming function and created a collective consciousness in the process of nation-building. In schools and also in private lessons history textbooks were used as the main educational media, first as a rare individual item and then as a mass medium. The textbooks mostly in the appearance of world history were specifically written for girls' schools and widely distributed. The educators, teachers and historians saw a need to present history differently for girls; they considered that education must be presented variously shaped depending on gender. With the particular understanding of education, a role in society was given at the same time.

The contribution links to this historical field and aims to answer the questions: How is the necessity for the new teaching material («history textbooks for girls' schools») explained, discussed and justified by the (mainly male) authors of the textbooks? How is the content and methodical approach described for a historiography explicitly addressed to the female gender? In summary: How are the particularities of historical education for women expressed? In order to answer these questions, exemplary textbooks are analysed in terms of content and method. The focus is on various works that have been edited and published during the 19th century. Thus, the argumentations are also considered at different historical periods. A special attention in the analysis lies on the prefaces of the textbooks which are an essential text source, as they reflect the direct opinion and reasoning of the authors.

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## A2 10.2: Curriculum and Teaching

Session Chair: **Sjaak Braster**, Erasmus University Rotterdam

*Keywords:* cinema, children books, illustrated books, informal education, France, Great Britain, Italy

### **Telling Children about Cinema. The Cases of Three Illustrated Books from Great Britain, France, and Italy (1950-1972)**

**Damiano Felini**

University of Parma, Italy

Researchers at the University of Parma, Italy, are carrying out a large research project on the history of media education in post-war Italy, using a variety of historical sources, including children's books. Within this framework, several books were discovered describing children how movies are produced, and how to create movies themselves through the devices available at the time, i.e. Super 8 mm film. Three illustrated books will be presented, all targeted to 5-11 year-old children: one from Great Britain (Maddison, 1950), one from France (Vallet, 1958), and one from Italy, which was translated and published also in France, Germany, Spain, and English-speaking countries (Belgrano, 1972). The three books were all developed within larger projects of screen education and school film-making: the first was promoted by the British Film Institute and the British Society of Film teachers, later Society for Education in Film and Television (Bolas, 2009), the second by the French League of Catholic Schools (Tagliati, 2019), and the third by the Cooperative of Monte Olimpino in Italy, which is also the topic of another abstract submitted for presentation in this congress. These books are the material proof of an educational aim devoted to explaining audiovisual languages to children and introducing them to the media world, at a time when media education was making only its first steps. They are testimony to the idea of using informal education, complementing contemporary attempts to develop new school subjects like "film/screen education", as supported by other types of books targeted at children, such as school handbooks (Agel & Agel, 1956; Gamba, 1965; Rambaud, 1957; Reed, 1961; Rosenthal, 1953). Intriguingly, the three books each represent different conceptions of and methodologies for media education, with the aim of explaining both the "grammar" of audiovisual languages and the making of films. In this way, they anticipate today's trends of "alphabetic" media literacy and "creative" media production (Buckingham, 2003, 2019; Felini, 2015).

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*Keywords:* blackboard, notebook, material history, Mexico City, space  
**Blackboard or Paper? The Silent Change in the School: Mexico City, 1882-1925**  
 «¿Pizarra o Papel?: El Cambio Silencioso en la Escuela, Ciudad de México, Siglos XIX y XX»  
 María Eugenia Chaoul  
 Instituto de Investigaciones Dr. José María Luis Mora, Mexico

*Abstract (in English):*

The transition to the use of paper in public elementary schools in Mexico City was not easy. At the end of the 19th century, the use of blackboards in some countries had been questioned due to the health risk they represented, since students often erased their writing with saliva and the material with which they were made did not always meet the necessary specifications. On the other hand, paper, from a hygienic, pedagogical, and aesthetic point of view, was considered a superior material compared to the hardness of blackboard, the shine of the surface and the lack of precision obtained in the tracing of the letters, the numbers, and drawings. Derived from this approach, the possibility of changing materials in official schools was seriously envisioned. However, the paper represented a very high cost for the government. For example, blackboards were used in arithmetic, writing, geometry and drawing classes and regularly lasted a year, the accessories were cheap since it was a sponge and water to erase. In contrast, a paper notebook could have a limited and uncertain use and the price was higher, in addition to the need for inks and pens. Only one paper mill could supply the schools in the city in 1902 and it was necessary to lower the price, for the distribution system to guarantee supply and the same thing applied for the ink. This paper regards the beginning of the reconversion process of a support for teaching such as the blackboard for paper. I analyze the expense that it meant for the authorities, how the change was the result of a multiplicity of social, cultural, economic, and political relations that intersected to give a new configuration of time, noise, speed and values established in the classroom.

*Abstract (in Language of Presentation) :*

La transición hacia el uso del papel para la enseñanza en las escuelas elementales públicas no fue sencilla. Al finalizar el siglo XIX, en algunos países se había cuestionado el uso de las pizarras por el riesgo para la salud que representaban, pues muchas veces los estudiantes borraban sus escritos con saliva y el material con el que estaban fabricadas no siempre guardaba las especificaciones necesarias, además de que el ruido al escribir era insoportable. En cambio, el papel, desde el punto de vista higiénico, pedagógico y estético, fue considerado un material superior frente a la dureza de la pizarra, el brillo de la superficie y la poca precisión que se obtenía en el trazo de las letras, los números y el dibujo. Derivado de este planteamiento, en la ciudad de México se vislumbró seriamente la posibilidad del cambio de materiales en las escuelas oficiales. Sin embargo, este material representaba un costo altísimo para el gobierno. Las pizarras se empleaban en las clases de aritmética, escritura, geometría y dibujo y duraban regularmente un año, los accesorios eran baratos pues se trataba de una esponja y agua para borrar. En cambio, un cuaderno de papel podía tener un uso limitado e incierto y el precio era mayor, además de que se necesitaban tintas y plumas. Hacia el cambio de siglo, sólo una fábrica de papel podía surtir a las escuelas y era necesario que abaratara el precio, que el sistema de distribución garantizara el abasto y que el suministro de tinta fuera continuo. Esta ponencia estudia el inicio del proceso de reconversión de un soporte para la enseñanza como era la pizarra por el papel. Analizo el gasto que significó para las autoridades, cómo el cambio fue resultado de una multiplicidad de relaciones sociales, culturales, económicas y políticas que se entrecruzaron para dar una nueva configuración del tiempo, el ruido, la velocidad y los valores establecidos en el salón de clases.

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*Keywords:* music education, musical instruments, Hungary, curriculum

## **The Role Of Musical Instruments In Elementary Classrooms – A Historical Overview Of Hungarian Curricula Between 1869-2020**

Zsuzsanna Polyák

Eötvös University Faculty of Education and Psychology, Hungary

Music as subject has been part of school curricula since the first curriculum was published in 1869, after the Education Act of 1868 made elementary schooling compulsory. School music education in Hungary is primarily singing-based, however, including musical instruments in classroom activities has been encouraged throughout the last 150 years. Between 1869 and 2020, there were twenty public elementary school curricula issued by the governments. From 2000, so-called frame curricula that detail the goals, tasks, and materials for each grade have supplemented the national core curricula. Based on these public elementary school curricula, the research aims to outline how instrumental music-making in classrooms changed in the history of elementary music lessons. The presentation discusses what types of instruments were used in classrooms, who played on them (teacher or students), and what pedagogical purpose supported their inclusion. The research was limited to elementary school grades (1-6 or 1-8).

According to the documents, teachers should use instruments for demonstration (music listening) and for accompanying students' singing. Between 1869-1941, music teachers were expected to be skilled in singing, violin-, piano-, reed organ-, and organ-playing. Since the 1950s, there have been no explicit instrumental skill requirements for teachers in the curricula, however all of them encouraged live performance (as opposed to recordings) and accompaniments. Students' active instrumental music-making (reproduction and improvisation) not named in the curricula until 1956. In general schools, the most commonly mentioned children's instruments were percussions, or student-made instruments. Recorders were only recommended for specialised, so-called singing general schools in lower elementary grades. Since 2003, music curricula advise teachers to invite student instrumentalists to perform solo or chamber music pieces or provide accompaniment for their classmates. Except for the 1978 music curricula for singing general schools, the documents do not prescribe any instrumental performance outcome requirements for students, nor a compulsory use of instruments for teachers. However, inclusion of music instruments can make school music lessons more interesting and enjoyable for students, and allow more opportunities for teachers to engage students in active music-making besides singing, which remains the basis of Hungarian music education.

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## A6 10.1: PREFORMED PANEL

### Autism, ADHD – History of Psychiatric “Objects” and “Techniques” in Education

Keywords: Autism, ADHD, 1970–2000, Psychiatric «Objects» in Education

Chair: **Sylvia Kesper-Biermann** (University of Hamburg)

Discussant: **Jona Tomke Garz** (University of Zurich)

At the end of the 19<sup>th</sup> century the mental health of children became an important educational “object”. This development had to do with the development of special institutions such as special classes and homes for so-called feeble-minded children, but also of school medical and psychological services (cf. e.g. Harris 1995; Meckel 2013; Parayre 2011). Generally, this change was related to the new importance of health and childhood at the turn of the century – the raise of welfare states – and it was influenced by statistics, tests (such as the famous Binet-Simon-test and Rorschach-test) and record keeping, which “copied” the techniques of medical histories used in hospitals (cf. e. g. Boardman Smuts 2006; Trépanier & Rousseaux 2018; Turmel 2008). While there is much research on the development of special education in the first half of the 20<sup>th</sup> century, on the advance of welfare states, on the history of the fashionable illnesses of the time such as neurasthenia, nervousness or hysteria, the history of three diagnoses that made an astonishing career in schools in the second half of the 20<sup>th</sup> century has hardly been studied so far. Internationally, the last fifty years saw the arrival of “learning disabilities” (cf. e. g. Hallahan & Mercer 2002; Katchergin 2016), at first mainly dyslexia, as well as ADHD, which both became prevalent in the seventies and eighties, and Asperger’s syndrome – now autism spectrum disorder (ASD) – which began to spread in the nineties (cf. Evans 2019): Since the eighties, “the autism diagnosis” had been “gradually expanded” (Graf 2020, p. 292). All three diagnosis can be considered as „an example of medical globalization at work“ (Smith 2012, p. 154). The panel is dedicated to the history of two of the three successful diagnoses, namely ASD and ADHD. The panel is interested, on the one hand, in how the two psychiatric diagnoses were “translated” educationally, so to speak, and which educational “techniques” were used to this end: What tests, therapies and training programmes found their way into schools, how were the diagnoses “adjusted” for special education (practices, techniques, concepts)? Two papers examine the history of the “adaptation” of autism in education, two of an internationally common “predecessor” of ADHD: minimal brain dysfunction.

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#### Presentations of the Panel

### Excess and Deficit. Diagnosing and Treating Autism as a Behavioural Syndrome

Rüdiger Graf

ZFF – Leibniz Centre for Contemporary History, Potsdam

Since the 1970s, autism has been defined and diagnosed as a behavioural syndrome, consisting of severe and pervasive “abnormalities”, “excesses” as well as “deficits”, in communication and social interaction as well as interests and activities.

In the 1980s and 1990s the definition was gradually expanded, while psychiatrists developed standardized procedures to diagnose autism, such as the Autism Diagnostic Interview (ADI) and the Autism Diagnostic Observation Schedule (ADOS). As earlier questionnaires, these diagnostic instruments dismantle autistic people into ensembles of individual traits, classified as excessive or deficient in relation to an established normal behaviour. The logic of these instruments gave way to an understanding of autism as a spectrum whose members bore characteristic family resemblances but differed in the individual peculiarities of their autism. In the paper, I will scrutinize if and how the definition of autism as a behavioural syndrome, while its aetiology was unknown, suggested specific treatments and educational techniques. I will argue that the behavioural approach to diagnosing autism also fostered behavioural approaches in therapy at a time when behavioural therapy was generally on the rise. In particular, I will concentrate on the case of Applied Behavioural Analysis as a maximally interventionist program to “cure” autism. Referring to the case of Hermann Cordes in Bremen, I will show how behavioural approaches entered teaching programs when behaviourism was generally in decline. Analysing the prevalence of behavioural treatments, I will also present their criticism from within the autism community, asking what it means to understand as a behavioural syndrome.

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hauptung in der Geschichte des Autismus. In: Gesnerus 77(2), p. 279–311.



### **“Therapy and Entitlement”: A Comparative Perspective on Techniques of Education and Schooling for pupils with Autism Spectrum Disorder, 1960–2000.**

**Kathrin Berdelmann**

DIPF – Leibniz Institute for Research and Information in Education, Berlin

Since the first descriptions by psychiatrist Leo Kanner and pediatrician Hans Asperger in the 1940s, the definition, classification, and treatment of autism has been in constant transformation (cf. Baron-Cohen 2017; Happé & Frith 2020; Schwarz 2020). These changes were not without consequences for pedagogy: As a practically oriented discipline, it always had to deal with autistic people in its institutions in a practical way and make well-founded decisions for its actions. Different developments in the German and English-speaking countries regarding the translation of psychiatric knowledge about autism into educational contexts are noticeable, also concerning the practical implications within pedagogical institutions (cf. Jordan 2019; Roleska et al. 2018; Theunissen 2013; Silverman 2012). In this paper, from a comparative point of view, I will take look at these translational processes and the development of educational techniques and ideas about the treatment of autistic children. A particular focus lies on the role of academic performance or achievement, which, in comparison to the Anglo-American world, has long played a minor role in German special education of autistic children. Instead, holistic approaches came more to the fore which were related to a more therapeutic understanding of the tasks of pedagogy (cf. Feinstein 2019; Theunissen 2016). In the paper selected articles in German- and English-language journals will be identified and analysed as a place of reception, translation and genesis of educational techniques of dealing with autism. In particular, journals from pedagogy, curative and special education since the 1960s will be evaluated.

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## The “early history” of ADHD: The “Psychoorganic Syndrome” (POS)

Patrick Buehler

University of Applied Sciences and Arts Northwestern Switzerland, School of Education

From the 1960s to the 1980s, there were internationally very different diagnoses for what is now more or less classified as ADHD. A “precursor” that lasted for an astonishingly long time afterwards in Switzerland was the diagnosis “early childhood psychoorganic syndrome” (POS), other common terms of the time were e. g. minimal brain damage or minimal brain dysfunction. The diagnoses were a kind of nosological double of the “hyperkinetic reaction”, which was first included in the influential American diagnostic manual “DSM-II” in 1968. In textbooks on ADHD, early childhood brain damage, minimal cerebral dysfunction, etc. are today usually only acknowledged as a brief interlude before the “correct” diagnosis of ADHD became established in the 1980s. But actually, there was a great muddle of possible definitions and terms at the time: “A cursory review of the literature will quickly reveal that the term ‘hyperactivity’ is defined and used differently by various practitioners”: As early as 1972, a study had counted “37 different terms in use” (Fine 1980, p. 5). However, this terminological hyperactivity declined only slowly after the introduction of ADHD in various countries in the 1980s (for the Netherlands cf. Bakker 2015). In a first part, the presentation therefore gives an overview of different diagnoses, which are now forgotten, and examines the differences between POS and ADHD: POS was, in a sense, broader than ADHD, because it concerned far more possible symptoms and conditions. In a second part, the paper analyses how special education took up the disorder and what “techniques” were used to help the children and young people with POS. The sources the paper is based on are the one hand a survey of medical literature on POS and on the other hand Swiss special education publications on the topic.

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## Diagnosis Seldom Comes Alone – The Psychiatric Diagnosis POS in Special Education in Switzerland, 1970–1990

Daniel Deplazes

University of Zurich

An educator at the Swiss reform school (*Landerziehungsheim*) “Albisbrunn”, which was dedicated to the education of “difficult” boys, noted in 1970 that one of the boys had “at least a tendency towards POS”. Being diagnosed with the psychoorganic syndrome (POS) by a psychiatrist for hyperactivity and concentration difficulties was by no means unusual in Switzerland at that time. A random sample of the pupil dossiers of “Albisbrunn” for the 1970s and 1980s suggest that a third of the boys were diagnosed with the disorder. Different diagnoses such as hyperkinetic syndrome (HKS), minimal brain dysfunction (MBD) or POS alternated, coexisted, or competed with each other in the course of the 20<sup>th</sup> century. In the 1980s attention deficit hyperactivity disorder (ADHD) began to establish itself for similar symptoms (Rothenberger & Neumärker 2005). In the case of its “predecessor” POS psychiatrists diagnosed it mostly with the help of intelligence tests and measurements of brain waves by means of electroencephalography (EEG). The analysis of “Albisbrunn” offers a revealing case for analysing a historical diagnosis in its making and adaptation in an educational setting. The archive of “Albisbrunn” has a complete collection of pupil dossiers since its foundation in 1924. In the cases with a diagnosis of POS, most files contain the psychiatric expertise, correspondence between “Albisbrunn” and the psychiatrists, as well as extensive observation notes on the boys development and minutes of the internal psychiatric case discussions. Those sources enable to clarify to what extent the medical terminology and symptom description of the diagnosis POS, which no longer exists today, spread in one of the practice fields of special education: Stationary education for “difficult” male children and adolescents. How was the diagnosis of POS justified in psychiatric expertise? How were psychological tests and medical technologies like EEG involved in the “production” of POS? And – once the diagnosis was made – what consequences did it have in the subsequent education in “Albisbrunn”?

Clarifying these questions at the crossroads of medicine and education allows to better understand how a psychiatric diagnosis was part of processes of exclusion in family, schools and stationary education and what effects the psychiatric expertise had for institutional knowledge about children and adolescents (cf. Bereswill & Müller-Behme 2018). Therefore, the contribution uses the perspective of the Actor-Network-Theory (ANT), in which medical technologies such as EEG can be understood as actors (cf. e. g. Latour 2005) that sought to stabilize a diagnosis that was difficult to grasp purely by descriptions. Thus, the diagnosis was merely alone, but surrounded by other actors, inscriptions and descriptions that helped to “produce” a “new” educational object: The child or adolescent with POS.

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## A6 10.2: Travelling of Educational Objects (3)

Session Chair: [Christine Mayer](#), Universität Hamburg

Keywords: empire, exhibition, schoolgirls, collecting, imperialism

### Teaching Imperialism With Colonial Objects: Empire Exhibitions In English Girls' Schools, 1880-1914

[Helen Lydia Sunderland](#)

University of Oxford, United Kingdom

This paper examines the dynamic history of the material culture of empire in girls' schools in England at the turn of the twentieth century. There is a rich literature on how children engaged with empire at school in this era of 'high imperialism'. While most studies focus on boys' schools, this paper considers how girls engaged with imperialism through the physical exchange of colonial objects between the home and school. Looking at how material objects were repurposed to teach Britain's future imperial citizens shows how colonial networks manifested in schoolgirls' everyday lives. This suggests important new ways that the history of education can contribute to the vibrant historiographical debate about the significance of imperial culture in the metropole. Histories of school museums and object lessons have uncovered how teachers and educationalists mobilised material pedagogies of imperialism. This paper highlights how girls were active participants in this process. Pupils' own contributions to sourcing and displaying objects from the British Empire positioned them as explorers, collectors, and curators; they mimicked the role of colonisers at school. These educational displays bore the same racialised organising and taxonomizing logic as the major empire exhibitions in this period. Acting as observers of and commentators on these colonial materials, girls learnt and practised the imperial gaze.

This paper draws on lesson plans about colonial objects in elementary teachers' periodicals like *The Teachers' Aid* and *The Woman Teacher's World*. Pupil-authored reports about empire exhibitions in the magazines of girls' high schools in London, Manchester, and Nottingham help us consider girls' own experiences of this pedagogical innovation. Paying attention to the physical labour involved in transporting colonial objects into educational spaces emphasises the interconnectedness of English schools and empire. Colonial education networks took on material form as objects were transported, swapped, and donated from across the empire and brought into the school setting. The physical journeys of the material objects facilitated girls' imagined journeys to the colonies. This case study also captures how transnational and intergenerational networks underpinned the informal curriculum. Teachers exploited the diverse connections of pupils, old girls, and staff to the British world, via friends, family, and material culture, to bring the empire into the classroom. As girls travelled from home to school bringing objects of empire with them, they played a crucial role in shaping the imperial narratives constructed in the classroom.

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*Keywords:* Reproduction, adoption, adaption, textbooks, translation

### **Reproduction and Circulation of Educational Objects from Europe to Ottoman Palestine**

Tali Tadmor Shimony<sup>1</sup>, Nirit Raichel<sup>2</sup>

<sup>1</sup>Ben Gurion University, Israel; <sup>2</sup>Kinneret Academic College

The Jewish European educational networks and the actors who founded the modern Jewish school and national Hebrew education in Ottoman Palestine transferred concepts, teaching methods, curricula, school architecture, and the like. This paper will address the circulation, adoption, and adaption process (Steiner-Khamsi, 2004; Vera and Fuchs 2019 ) in the following dimensions: school learning environments and textbook translation. Jewish teachers and physicians who learned medicine in Europe adopted the open-air school movement's principles. They emphasized the importance of light and clean air in learning spaces. Instructions for the design of school windows were an essential component of regulations. In western and central Europe, classroom windows were required to provide light (Bakker, 2010). However, when the teachers and physicians adapted this idea to the local conditions, they needed the windows to be designed to avoid the sun's dazzling rays.

A significant educational object of teacher training books is that they transfer concepts and ideology and circulate teaching methods. One example of the circulation of pedagogical concepts is the instruction book for teachers on the subject of *Anschaung* and knowledge of the homeland, which three teachers translated in 1912 (Ozerkowski, J et al.). They also added a dictionary with the Hebrew translation of the three languages of the textbooks— German, French and Russian. We have a case involving the adaptation and interpretation of an insect's name from its origin in European culture into a Jewish cultural and local context – the translation of the word for the insect *Mantodea* (Gonçalves Vidal, 2017). While awaiting its prey, this insect folds its arms and nods its head left to right, similar to a man reading from a prayerbook. Due to this similarity, it was given names in relation to prayer in several languages. In French, *Manterelliuse*, while in Russian, it is called *Bogomol*. In German, its name is *Gottesanbeterin*. The teachers translated the word into 'Solomon's Camel.' They adopted the visual definition of a praying man; however, they simultaneously adapted it to their cultural roots . They related it to King Solomon, who raised his hands in prayer when he finished building the Temple. They also added the word «camel» – a common animal in Ottoman Palestine – to the name «Solomon,» due to the insect's long neck. These examples demonstrate the transfer, adoption, and adaptation process of educational objects and preception from Europe to Ottoman Palestine.

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*Keywords:* Monitorial system, Educational technology, Poor schools, Travelling objects

### **A Pedagogical Revolution From Below: The Spread of the Monitorial System in Sweden**

Esbjörn Larsson

Uppsala University, Sweden

'The monitorial system' and 'mutual instruction' are two of the terms used for the new teaching methods that were developed separately by Andrew Bell in India and Joseph Lancaster in England in around 1800. These methods spread rapidly around the world, and in just a couple of decades they were practised worldwide (Caruso & Vera 2005; Tschurenev 2008; Caruso 2017). Bell's and Lancaster's methods could be understood as an educational technology that used objects

such as bells, badges, sand benches, slates and special charts to revolutionize teaching and also utilized the best pupils as helpers – so-called monitors. Thereby it was possible for one teacher to teach hundreds of pupils at the same time (Kaestle 1973). In Sweden, these teaching methods became known in 1810, but it was not until 1817 that the teacher Peter (Per) Reinhold Svensson was sent to England by the Swedish government to learn more about the monitorial system. Thereafter monitorial education spread throughout Sweden under the name of *växelundervisning*, and in 1822 the Society for the Promotion of Monitorial Education (*Sällskapet för växelundervisningens befrämjande*) was formed. In 1824, the monitorial system had reached such recognition in Sweden that following a royal resolution it became the recommended method for teaching in Swedish elementary schools (Nordin 1973).

In this paper I will examine the introduction and early spread of this educational technology and its objects in Sweden. This has not been done systematically before, despite the fact that several investigations has dealt with the introduction and/or the spread of the monitorial system in Sweden (Nordin 1973; Hodacs 2003; Neidenmark 2011; Larsson 2014). Drawing on documents in the archive from the Society for the Promotion of Monitorial Education that describes the introduction of the monitorial system in the first 30 monitorial schools in Sweden the paper can show that the introduction of the monitorial system in Sweden was not just the result of a decision of the Royal Majesty to send Svensson to England. Although Svensson began using the monitorial system in the school where he taught, the monitorial system was also introduced around the same time in two other schools in Norrköping and Gothenburg. These schools were in turn the result of an import of ideas from France and Denmark. The monitorial system then continued to spread throughout the country from these three original schools by the work of rich philanthropists, the local clergy and teachers. The spread seems to have occurred as a result of people visiting or by parishes sending a teacher to one of these schools to learn more about the new teaching methods. As new monitorial schools started they could also function as inspiration for others planning to start schools in surrounding parishes. Furthermore, these investigations also show that the educational objects of the monitorial system played a major part in the spread of this educational technology and many parishes went to great length to reproduce the teaching objects introduced by Lancaster and Bell.

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## **A8 10.1: Educational Spaces and Symbolic Meanings (3)**

*Session Chair:* **Angelo Van Gorp**, University of Koblenz-Landau (Campus Landau)

*Keywords:* school desk, teaching, pedagogy, literature

### **Childhood On The Teacher's Desk. School Between Narration And Educational Objects**

**Giovanni Savarese**

University of Salerno, Italy

In the last twenty years, thanks to the studies of Egle Becchi, Dominique Julia, Antonio Vinao and, most recently, Juri Meda, in Italy there has been the diffusion of a new line of research on the “culture of materials” in the school. It is in the context of these new studies that has been given dignity to the materials of scholastic life, generally not considered to be of formative effectiveness, such as, for example, the classroom furnished with the teacher's desk in a dominant position, aligned desks, a blackboard as a functional tool for explanations and quizzes. In this new perspective the school has been the place of investigation, as a formal institution of learning, organized on the basis of legislative measures - aspects long investigated in historical-educational research – and as a context of life, education and socialization for gen-



erations of children and young people. Among the 'material' elements of a classroom, teacher's desk has always had a crucial function in the teacher-learner relationship. From the top of it, high on a predella, the teacher demanded the observance of the rules, exercised the continuous control of the students, affirming from there the presence of a rarely contested didactic hierarchy. Many have been the stories and memories of school, along with paintings, photographs and films (on this aspect, fundamental are the studies of Peter Burke and Paolo Alfieri), which have accompanied, over the decades, teachers and 'chairs' from the authoritarian and hierarchical teaching of the past to the modern pedagogy of activism and democratic participation.

Among the many experiences of recent decades that follow the context of an active and democratic review of the educational environment, one of the most innovative from the educational point of view is definitely the *Penny Wirton* school, founded in Rome by Eraldo Affinati, where there are no teacher's desks and the professors sit next to the students. While the traditional classroom was organized with the use of desks arranged in rows, aligned with the teacher's desk, in the model 'Senza Zaino', designed by Marco Orsi in Lucca in 2002, instead we find neither the teacher's desk nor the classic single-seater benches arranged in a row. The class is divided into work areas: there is the table area, the laboratory area, the individual work area. Then, there is the agorà where group meetings are held, and this is the only space in which the teacher is placed frontally to the pupils. The space, in these new experiences, becomes *monòtopos*, it consists of a single large work area, instead of the frontal teacher's desk. In conclusion, this is an epistemological shift, in which the 'chair', as Professor Keating reminds us, becomes an educative paradigm of freedom and participation.

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*Keywords:* Computer Education, Schools, India, West Bengal, History

## **History and Politics of Computer Education in Schools in India: The Case of West Bengal**

Krishna Kanta Roy, V Kalyan Shankar

Symbiosis International (Deemed University), India

What does it mean to have a computer at school? What is a teacher supposed to teach about it and what are the students expected to learn? These questions may appear a little rhetorical in the present. However, in the course of the 1980-90s, they were a matter of great speculation, awe and anxiety, even more so in a developing country like India. In November 1983, during an official visit to India, the Queen of England gifted 30 BBC Micros to the Indian government, which found their way into local schools. Following suit, the government launched a pilot project called Computer Literacy and Studies in Schools (CLASS), following a national workshop on computer literacy curriculum held at NCERT, March 1984. Scaling down from these national initiatives, how were the governments across the different states of India responding to the call of computerization? School education remains a subject of state jurisdiction in India; each state had the liberty to choose its own pathways. In this paper, we attempt to outline the efforts undertaken in the state of West Bengal starting from the 2000s onward. More importantly, we seek to understand the institutional tensions in introducing computers in schools in a state with a Left government regime (1977-2011), which had historically voiced its reservations against computerization.

West Bengal was a beneficiary of the CLASS initiative; between 1984 to 1998-99, 257 schools from the state had benefited from the project. However, the real spurt in computerization of schools was witnessed only when the state government initiated the Computer Literacy and Training Programme (CLTP) in 2001. Importantly, the state also created an institutional framework for supporting this endeavor. The CLTP was implemented through appointing the West Bengal Electronic In-

dustry and Development Training Corporation Limited (WEBEL) as the implementing agency and with support from NIIT/IBM, key private players in computer education. While studies on computer education in schools have focused on national policies, there is little information on how states internalized and expanded on these policies. Our study of West Bengal is an effort in filling this gap. As we reckon, state level biases towards computerization are responsible for the prevalent digital divide in India today. Methodologically, we rely on archival documentation from the Department of School Education, West Bengal government and WEBEL to map the expansions in computer education in the state. Going further, we also draw upon in-depth interviews of key stakeholders from various governmental departments to understand how the project of school computerisation unfolded.

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*Keywords:* Clock face learning, children's watches, horological history, children's product branding, time management.

### **Telling Time. A History of Children's Watches**

Diana Sakurako Volonakis

Northumbria University

Learning to tell the time is a momentous event in a child's life. She is introduced to the use of a new social tool and brought to understand the potency of time as a cultural symbol and political instrument. Punctuality, tardiness, leisure, stress, personal time, and public time are concepts acquired in childhood that regulate existence throughout the life course. This paper will examine the conditions that led watch brands to commercialize wristwatches for children across social classes as of the 20<sup>th</sup> century. The study will discuss timepieces for children including the original Mickey Mouse watch by the Ingersoll Waterbury Company (now Timex), The Swatch Group's Flik Flak, the Ice-Watch, and the Parchie Pal. Through an examination of these objects, it is possible to make visible the educational standards used for the production, diffusion, the interiorization as well as the invisibilisation of temporal norms. While noting the main brands and their advertising centered on the educational value of time reading, this paper expands on our understanding of the global history of wristwatches, and of timekeepers as serving political, social, and cultural functions throughout childhood. Considering that children's timepieces are practically absent from horological history, this paper ventures into new research territory.

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## A1 11.2: Material Histories of School Objects (4)

Session Chair: [Luís Grosso Correia](#), University of Porto

*Keywords:* Italian Mezzogiorno, ANIMI, Education and Development, Teaching Aids and Equipment

### **The National Association for the Interests of Southern Italy at the Florence Educational Exhibition in 1925**

*L'Association Nationale pour les Intérêts du Sud de l'Italie à l'exposition pédagogique de Florence en 1925*

[Brunella Serpe](#), [Fabio Stizzo](#)

University of Calabria, Italy

#### *Abstract (in English):*

Research conducted by the Archive of the National Association for the Interests of the Italian Mezzogiorno (Associazione Nazionale per gli Interessi del Mezzogiorno d'Italia, ANIMI) has led to the emergence of documents that shed light on the Association's interests. The objective of this paper is to present the materials that were produced by the Association and put on display at the Teaching Exhibition held in Florence in 1925. The materials give a general idea of the educational, health and social measures it carried out from 1910 onwards in favour of southern communities following the earthquake of 1908 that had destroyed the cities of Reggio Calabria and Messina on opposite sides of the strait dividing Sicily from the Italian mainland.

The space set aside for the Association within the Exhibition was divided into three sections focusing on "Assistance for Children", "Education" and "Various". They contained reports; documents on nursery schools; materials, objects and equipment in use in educational structures; the children's own creations; craft works produced in the workshops set up by the Association for the training of adults; and traditional artefacts from Calabria and Sardinia. The exhibits constitute a heterogeneous body of evidence (photographs, leaflets aimed at teachers and pupils, various publications) that illustrates the material aspects of education, teaching and the use of instruments and aids in formal and informal contexts. They reveal the educational approach and strategies, which were inspired by the most innovative pedagogical theories of the time. The latter were also concerned with internal organisation and the use of space in learning environments, a result of the cooperation with the Association of Maria Montessori and Giuseppe Lombardo Radice. ANIMI's Rome Archive makes it possible to retrieve information useful for the reconstruction of this experience and for investigating aspects and practices that enable detailed study of a range of issues. Such issues may in the first instance be educational, but they also have implications for the socio-economic and cultural fabric of parts of the Mezzogiorno, severely penalised despite being rich in resources and unfulfilled potential.

#### *Abstract (in Language of Presentation) :*

Une recherche menée dans les archives de l'Association ANIMI (Association Nationale pour les Intérêts du Sud de l'Italie) a révélé une série de documents qui donnent des aperçus nouveaux sur les activités de cette organisation. Dans ce cadre, le but de la présente étude est de mettre en valeur les matériaux créés par l'Association lors de la « Mostra Didattica » (Exposition pédagogique) qui eut lieu à Florence en 1925. Ces documents nous donnent une idée d'ensemble des activités didactiques et des mesures socio-sanitaires mises en place en 1910 pour soutenir les populations du Sud de l'Italie suite au tremblement de terre de 1908, qui détruisit les villes de Reggio Calabria et de Messina.

Au sein de l'Exposition de 1925, la place réservée à l'Association fut divisée en trois sections, consacrées respectivement aux Initiatives pour l'enfance, aux Initiatives culturelles et aux Initiatives diverses. Différents types de matériaux y étaient présentés : comptes rendus sur l'état des crèches, équipements et objets didactiques utilisés dans les établissements d'enseignement, produits nouveaux pour les enfants, artefacts traditionnels des régions de la Calabre et de la Sicile, objets d'artisanat réalisés au sein du projet ANIMI créé pour favoriser la formation des adultes. Cet ensemble hétérogène de documents - photographies, dépliants à destination des étudiants et des enseignants, publications diverses - nous raconte des histoires de « matérialité éducative », d'usage d'outils didactiques concrets dans des situations formelles et informelles. Ces matériaux témoignent également des stratégies éducatives sous-tendues à l'activité de l'Association, basées sur les théories pédagogiques les plus innovantes et mises en cause pour l'organisation des espaces d'apprentissage et de leurs modalités de fruition. Ce fait atteste de la collaboration de Maria Montessori et de Giuseppe Lombardo Radice avec l'Association. L'archive d'ANIMI à Rome nous donne l'opportunité de repérer des informations utiles à la reconstruction de l'histoire de cette expérience pédagogique. Plus que cela, il permet d'approfondir une série de pratiques et de cas concrets qui sont liés à l'activité éducative, mais qui sont également conçus comme réponse possible aux problèmes du contexte socio-économique et culturel du Sud de l'Italie, riche en ressources et potentialités mais fortement désavantagé.

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Keywords: Education, Teaching, Church, Spain, 20th century.

## **The 1924 Pedagogical Exhibition in Madrid**

*La Exposición pedagógica de 1924 en Madrid*

Consuelo Flecha García

Universidad de Sevilla, Spain

### *Abstract (in English):*

When in the first half of 1923 the Bishop of Madrid published the call for a National Congress of Catholic Education to be held in the spring of 1924, together with a Pedagogical Exhibition, the purpose assigned to it was to offer «for public consideration the immense and silent work carried out by educational institutions vivified by the sap of the Church»; that is, to show the whole of society where the centers and people who declared their Catholic identity were, what they were like and what they were doing. But with the desire to achieve, at the same time, effects within, in those who carried out this work, favoring the interrelation and a more direct knowledge of the accumulated experience and the initiatives that each religious family was developing in education, as well as other Catholic associations and individuals also dedicated to teaching. A network of very numerous presences in all the provinces, which had increased notably in previous decades for different reasons, which was not always, or by everyone, being well accepted. At various times, the control and limits provided by governments to prevent expansion had aroused unrest. Both parties defended the right to relevance in this field, which gave rise to disagreements and tensions. It could therefore be a moment of public and highly visible vindication of the importance of the task they were carrying out.

In the communication I am going to refer to an aspect of the material culture of these centers, to the set of educational materials selected to be contemplated in the Pedagogical Exhibition that could be visited in the building of the National Library of Madrid, from April 26 to 10 May 1924. The questions, in this work, revolve around issues such as the following: What teaching objects did you consider valuable and worthy of appearing in a shop window that was going to be observed by many people? What did they express about the pedagogical approaches to which they surely responded? What did they mean in terms of the availability of resources to acquire them? What differences were revealed between some centers and others? Between boys and girls? Between those from big cities and those from small towns? The primary source used in this study is the Catalog of the Pedagogical Exhibition published the following year, where the list of objects from each center appears; in some cases formulated in a general way, and in others in more detail. It includes the image of some of the stands or exhibition spaces occupied by each center, and others about buildings or school situations. I have reviewed the press to find out what kind of news and information was spread about the Exhibition. On the other hand, until now I have not located any bibliography referring to this specific fact; It seems that it has not been studied much.

### *Abstract (in Language of Presentation) :*

Cuando en la primera mitad del año 1923 el obispo de Madrid publica la convocatoria de un Congreso nacional de educación católica a celebrar en la primavera de 1924, junto a una Exposición pedagógica, la finalidad que le asignan era ofrecer “a la consideración pública la inmensa y callada labor realizada por las instituciones de enseñanza vivificadas por la savia de la Iglesia”; es decir, mostrar al conjunto de la sociedad, dónde estaban, cómo eran y qué hacían los centros y personas que declaraban su identidad católica. Pero con la voluntad de conseguir, al mismo tiempo, efectos hacia dentro, en quienes protagonizaban esa labor, favoreciendo la interrelación y un conocimiento más directo de la experiencia acumulada y de las iniciativas que cada familia religiosa estaba desarrollando en la educación, así como otras asociaciones y personas católicas dedicadas igualmente a la enseñanza. Una red de presencias muy numerosas en todas las provincias, que se había incrementado notablemente en las décadas anteriores por motivos diferentes, lo que no siempre, ni por todos, estaba siendo bien aceptado. En varios momentos, el control y límites previstos por los gobiernos para evitar la expansión, había despertado malestar. Ambas partes defendían el derecho a una relevancia en este campo, que suscitaba desacuerdos y tensiones. Podía ser, por lo tanto, un momento de reivindicación pública, y muy visible, de la importancia de la tarea que realizaban.

En la comunicación me voy a referir a un aspecto de la cultura material de estos centros, al conjunto de materiales educativos seleccionados para ser contemplados en la Exposición Pedagógica que pudo visitarse en el edificio de la Biblioteca Nacional de Madrid, del 26 de abril al 10 de mayo de 1924. Las preguntas, en este trabajo, giran en torno a cuestiones como las siguientes: ¿Qué objetos de enseñanza consideraron valiosos y dignos de figurar en un escaparate que iba a ser observado por muchas personas? ¿Qué expresaban de los planteamientos pedagógicos a los que seguramente respondían? ¿Qué significaban en cuanto a la disponibilidad de recursos para adquirirlos? ¿Qué diferencias se pusieron de manifiesto entre unos centros y otros? ¿Entre los de niños y los de niñas? ¿Entre los de grandes ciudades y los de poblaciones pequeñas? La fuente primordial que se utiliza en este estudio es el Catálogo de la Exposición Pedagógica publicado al año siguiente, donde aparece la relación de objetos procedentes de cada centro; en unos casos formulados de manera general, y en otros con más detalle. Incluye la imagen de algunos de los stands o espacios expositivos ocupados por cada centro, y otras sobre edificios o situaciones escolares. He revisado la prensa para conocer qué tipo de noticias y de infor-



mación se difundió sobre la Exposición. En cambio, hasta ahora no he localizado bibliografía referida a este hecho concreto; parece que no ha sido muy estudiado.

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*Keywords:* Material culture, Editora Melhoramentos School objects, photographs, Catalogues.

### **The exhibition of school objects from the Companhia Melhoramentos at the Exposição do Centenário da Independência do Brasil**

*A exposição de objetos escolares da Companhia Melhoramentos no Centenário da Independência do Brasil*

Rochele Allgayer

Universidade Federal do Paraná - UFPR, Brazil

#### *Abstract (in English):*

This article is based on some images from the collection of the Companhia Melhoramentos de São Paulo [*publishing house*] that had an important role on the production and commercialization of several school objects in the first decades of the 20th century. The images used for this analysis are from showcases that were used to publicize the publishing company, the books and the educational material displayed at the Exposição do Centenário da Independência do Brasil (1922) [*Brazilian independence centenary exhibition*]. To achieve that, several theoretical references connected to the material culture and cultural history are analyzed.

#### *Abstract (in Language of Presentation) :*

Este artigo toma como base algumas fotos do acervo da Companhia Melhoramentos de São Paulo, empresa editorial com importante atuação na produção e comercialização de uma série de objetos escolares nas primeiras décadas do século XX. As imagens trabalhadas neste texto são de mostruários que divulgaram a editora, os livros e material didático, apresentadas por ocasião da Exposição do Centenário da Independência do Brasil (1922). Neste sentido, mobilizam-se referências teóricas vinculadas aos estudos sobre cultura material escolar e história cultural.

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*Keywords:* Personalized pedagogy, Pierre Faure, Brazil, form

**The use of forms to personify teaching at Colégio Santa Cruz (1959-1962)**

*O uso de fichas na personalização do ensino no Colégio Santa Cruz (1959-1962)*

Norberto Dallabrida

Universidade do Estado de Santa Catarina - UDESC, Brazil

*Abstract (in English):*

Personalized and community pedagogy was developed by the French Jesuit priest Pierre Faure, since the 1940s, resorting to a Catholic appropriation of several active teaching methods, being disseminated especially in Latin America (Audic, 1988). This pedagogical project is embodied in the following working instruments: programming, i.e. selection of techniques and content adopted by the teacher to stimulate a student's personal work, based on the official educational program in each country; working plan defined by a student; use of guidelines or forms for a student's personal work, which does not go without the teacher's collective class; and teaching material, consisting of a classroom library or a library common to many school groups with specific books and documents. The prescription of forms or guidelines for a student's personalized work through personalized and community pedagogy was inspired by the work of Robert Dottrens – educator affiliated to the Jean-Jacques Rousseau Institute in Geneva (Audic. 1988). Thus, this paper aims to understand the use of individual worksheets by junior high school students – first cycle of Brazilian secondary education – at Colégio Santa Cruz between 1959 and 1962. This educational facility, founded in 1952 by priests of the Congregação de Santa Cruz, who immigrated from French Canada, created, at the beginning of the 1959 school year, an experimental secondary school group based on personalized and community pedagogy, which lasted four years – the length of the junior high school course. Regarding the theoretical-methodological framework, the pedagogical models are considered as being produced in specific times and spaces, they circulate through various mediators and means, they are appropriated in different instances of the educational systems and, finally, they are appropriated by teachers in the classroom (Carvalho, 2003). The source used in this research is an article by Lafrance (1963), which consists in an expanded version of the report on this innovative pedagogical experience sent to the Ministry of Education, containing data and analysis provided by teachers and principals, as well as student testimonials. This document includes the use of individual worksheets that students adopted as roadmaps for their studies in the various disciplines, which were prepared by the respective teachers. The school's teaching and administrative staff concluded that the use of worksheets or research forms played a decisive role in student autonomy, contributing to streamline school work. In their testimonies, the vast majority of students found it easy and approved the use of forms because this gave them more freedom in the learning process. Therefore, in the experimental secondary school group of Colégio Santa Cruz, the form proved to be a key instrument to personify teaching.

*Abstract (in Language of Presentation) :*

A pedagogia personalizada e comunitária foi elaborada pelo padre jesuíta francês Pierre Faure, desde os anos 1940, a partir da apropriação católica de vários métodos de ensino ativos, sendo disseminada especialmente na América Latina (Audic, 1988). Esse projeto pedagógico é materializado nos seguintes instrumentos de trabalho: programação, ou seja, seleção de técnicas e de conteúdos adotados pelo professor para estimular o trabalho pessoal do estudante, baseada no programa educativo oficial de cada país; plano de trabalho definido pelo estudante; uso de guias ou fichas para o trabalho pessoal do estudante, o que não dispensa a aula coletiva do professor; e material didático, formado por uma biblioteca de sala de aula ou uma biblioteca comum a várias salas com livros e documentos específicos. A prescrição de fichas ou guias para o trabalho personalizado do aluno pela pedagogia personalizada e comunitária foi inspirada na obra de Robert Dottrens – educador vinculado ao Instituto Jean-Jacques Rousseau de Genebra (Audic, 1988). Assim, o objetivo deste trabalho é compreender o uso das fichas de trabalho individual pelos alunos do curso ginásial – primeiro ciclo do ensino secundário brasileiro – no Colégio Santa Cruz de 1959 a 1962. Esse educandário, fundado em 1952 por padres da Congregação de Santa Cruz, que imigraram do Canadá francês, criou, no início do ano letivo de 1959, uma classe secundária experimental baseada na pedagogia personalizada e comunitária, que se estendeu por quatro anos – período de duração do curso ginásial. Em relação à fundamentação teórico-metodológica, considera-se que os modelos pedagógicos são produzidos em tempos e espaços específicos, circulam por meio de diferentes mediadores e suportes, são apropriados em diferentes instâncias dos sistemas educativos e, por fim, são apropriados pelos professores em sala de aula (Carvalho, 2003). A fonte utilizada nesta pesquisa é um artigo de LaFrance (1963), que é uma versão ampliada do relatório dessa experiência pedagógica inovadora enviado ao Ministério da Educação, contendo dados e análises de professores e diretores, bem como depoimentos de discentes. Nesse documento consta o uso de fichas de trabalho individual que os alunos usavam como roteiros de seus estudos nas diversas disciplinas, sendo preparadas pelos respectivos professores. O corpo docente e dirigente do colégio concluiu que o uso de fichas de trabalho ou de pesquisa teve um papel decisivo na autonomia dos estudantes, concorrendo para a dinamização do trabalho escolar. Em seus depoimentos, a grande maioria dos alunos achou fácil e aprovou a utilização de fichas porque lhes proporcionou mais liberdade no processo de aprendizagem. Na classe secundária experimental do Colégio Santa Cruz, portanto, a ficha se mostrou um instrumento-chave da personalização do ensino.

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## A2 11.2: PREFORMED PANEL

### Technologies of the Word, 16 Years After Umeå: Comparative Studies of Writing Ideologies and Objects

*Keywords:* Writing technologies, comparative history, literacy/illiteracy, teaching practices, 19th and 20th centuries

*Chair:* **Elsie Rockwell** (Cinvestav-Mexico, Mexico)

*Discussant:* **Diana Vidal** (University of Sao Paulo)

Ever since the 28th ISCHE on the *Technologies of the Word* in 2008, the topic of literacies has been central to our ongoing discussions. We fully accept the broad sense of the term technology, as announced for this conference, meaning “operative strategies to optimize pedagogical practices...”. In this vein, we examine four historical moments through new conceptual lenses that have emerged in the past decade. We focus on strategies that have organized and channeled the definitions of literacy and its absence and that have “optimized pedagogical practices” through novel artifacts of writing incorporated into elementary classrooms. In exploring these strategies and their effects on teaching, we use a comparative perspective to find both convergence and divergence in the practices afforded by various instruments for writing among four countries (Brazil, France, Guiana, and Mexico). Contrasts appear between national traditions, for example, France and Brazil, despite the transnational dissemination of similar writing ideologies and tools. We examine the way tools are differently appropriated and the way they, in turn, generate changes in the organization of schooling and in teaching practices. The papers approach such issues as the classification of illiterate groups, the gaps between prescription and implementation, the simultaneity of learning to write and read, the alternation of individual/collective and private/public uses of the written word in school settings and beyond.

Our session proceeds from the past into the present. Ana María Galvão explores the divide between literacy and illiteracy as a “civilizational technology”, aimed at racialized social groups, in the iconic case of Brazil. She analyzes the influence of nineteenth-century dictionary definitions on public policy and traces the transition from individual to social conceptual-

izations of literacy. This case suggests similar processes occurring elsewhere, related to the worldwide emergence of compulsory universal schooling in the late nineteenth century. How this mandate was worked out in classroom practice through the use of a variety of objects is the theme of the other papers. Anne Marie Chartier studies “graphic technologies” in France to show how such instruments as pens, ink, and media were crucial for the simultaneous teaching of reading and writing and in the organization of overcrowded classrooms with students from all walks of life. These objects unleashed changes in the organization of rituals such as the *dictée* and in the very gestures students had to learn in order to write. Silvia Macedo documents how this tradition of teaching was extended to the French overseas territory of Guiana, in elementary schools for Wayãpi children. She contrasts this case with more recent schooling of the same group across the border in Brazil, where an “intercultural bilingual” program was more recently instituted. Her examination of common objects (blackboard, slates, notebooks, loose sheets, etc.) used in teaching reveals the interplay between individual and collective appropriations of writing. The final paper, by Elsie Rockwell, examines artifacts (blackboards, posters, and student texts on walls) that display written texts so they can be seen by all. Evidence is gathered from published sources and classroom observation in schools attended in recent decades by second-generation immigrant children in Paris and by rural children in Mexico. The interplay between public and private technologies of writing in school settings suggests lines of comparison both among school cultures and with the more recent spread of digital technologies. We hope to stimulate discussion regarding the materiality of the objects used in teaching writing and the shift of attention from a universal ‘culture’ or ‘grammar’ of schooling towards the temporal and geographical variation among school-based literacies. We also ask how actors use school technologies to either assimilate or challenge the constraints of dominant writing ideologies and practices.

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### *Presentations of the Panel*

## **Representations of Writing and its Absence in 19th century Brazil: An Analysis Based on Dictionary Entries**

**Ana Maria de Oliveira Galvão**

Federal University of Minas Gerais, Brazil

This paper aims to analyze representations of writing (and its absence), understood as a civilizing technology, produced and in circulation in Brazil throughout the 19th century. In this study, we examine the meanings attributed to the terms *analfabeto* and *analfabetismo* (illiterate and illiteracy) - and the lexicon associated with them - in dictionaries published in the period. In this way, we seek to understand how associations were produced in the semantic sphere of language as «illiterate» came to mean unable to make decisions in a sovereign manner; thus illiteracy was seen as a social problem. In addition to various editions of different dictionaries, the periodical press, travelers’ reports, and official speeches were used as sources for the study. Some studies have shown that in the Brazilian colonial period these representations had not yet been produced, and emerged rather throughout the 19th century, mainly through the discussion surrounding the Saraiva Law (1881), which placed restrictions on the illiterate person’s vote. They would become even more frequent after the Republic (1889), as the Constitution of 1891 legally prevented people who could not read and write from exercising their citizenship. In the following decades, large adult literacy campaigns began to be carried out for the «eradication» of illiteracy, an idea that continues, in different ways, up to the present. In this sense, we have sought to understand the production of representations that have built over the decades a set of images that associate the illiterate person and illiteracy with ignorance, incapacity, poverty, illness, blindness, and irrationality.

The research indicates that the words *analfabeto* and *analfabetismo* were included in dictionaries for the first time in the Portuguese language in 1813 and 1899 respectively. These words are composed of a negative prefix – “an” - meaning that the subjects or the phenomenon so designated are characterized by an absence, by ‘not knowing’. Throughout the different editions of the dictionaries analyzed, new meanings were added to the terms, as well as synonyms and examples. The study also shows that there seems to be a shift in the attribution of meanings from the individual subjective dimension



to the collective and social dimension. Furthermore, the terms begin to be associated with specific groups, such as the black and peasant populations. The absence of the mastery of writing then begins to identify these people with superstition, with barely domesticable instincts, or with barbarism, that is, with the opposites of a notion of civilization based on the containment and self-regulation of impulses and emotions. Furthermore, the meanings attributed to the words gradually become stable and are identified little by little with the sphere of instruction and the supposed incapacity of the teachers, who are also often considered 'illiterate'.

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### **How Pen Technologies Changed Teaching. Evidence From France.**

*Comment Les technologies de la Plume ont Changé l'Enseignement. Évidence de la France.*

**Anne-Marie Chartier**

Laboratoire de recherche historique Rhône-Alpes

What are the pen technologies that have enabled all children to learn to write from the very beginning of school? The coupling of reading and writing redefined educational goals and contributed to the development of mass literacy. Before the French Revolution (1789), the art of writing was reserved for a small minority of (mainly) boys, the privileged pupils who went to college to study Latin, and the sons of craftsmen or tradesmen who had to keep accounts. In primary schools, this delayed learning (around 10-11 years, sometimes more) was kept for those who could already read. Each beginner 'writer', guided by an adult, progressed at his own pace: collective teaching as practiced for reading did not apply to writing. In contrast, with the beginning of compulsory schooling in 1882, all 6-year-old boys and girls learned to read and write at the same time, while writing lessons were group-based. How could the "art of writing", which was considered difficult, become this "childish" apprenticeship imposed on everyone? Of course, between 1789 and 1882, the social role of education had changed: political regimes had increased the number of schools, teacher training, and the curriculum. But how is it that writing can be taught in these overcrowded classrooms?

In order to appreciate the technological changes that have facilitated writing, several variables must be taken into account: the tools (pen, ink), the media (loose paper, draft paper, notebooks), the technical gestures involved in their use (sharpening the pen, holding it, tracing separate and connected letters), and the standard scripts ('ronde', 'bâtarde', 'coulée'). Finally, one should also consider the school uses of writing: such as school assignments in Latin or keeping account books before the Revolution, and the new school drills on the French language from 1830 on. Various sources provide documentation of the changes: pupils' productions from the 17th, 18th, and 19th centuries, school or extra-school prescriptions on writing (schoolmasters vs. writing masters), and debates in educational journals. I shall discuss the 'anglaise' script, i.e., English round hand (imported ca. 1800), which prevailed over the traditional French scripts around 1840, together with the invention of cellulose paper (1850) the arrival of violet ink (1870), which did not corrode metal, thus allowing the use of metal nibs in schools, and the success and later abandonment of the printed notebooks (1850-1880) containing writing models. This recognition of writing as a 'graphic technology' makes it possible to understand the success of exercises such as dictation (around 1840), which required all pupils to write at the same pace. It explains why teachers took such an interest in collective writing times, which facilitated class management: writing lines, copies, problems kept all the pupils busy in silence. After 1880, the writing lines were no longer written in specific notebooks, but in the 'daily notebooks'. The practice of daily writing declined when the use of ball-point pens was allowed in primary school

(1965) and the expression “learning to write” came to mean “learning to produce texts” and no longer “learning handwriting”.

*Paper Abstract (in Language of Presentation):*

Quelles sont les technologies de la plume qui ont permis à tous les enfants d’apprendre à écrire dès leur entrée à l’école ?

Le couplage lecture-écriture a redéfini les objectifs de l’école et contribué l’essor d’une littérature de masse. Or, avant la Révolution française (1789), l’art d’écrire était réservé à une petite minorité, les élèves privilégiés qui allaient au collège faire des études latines, et d’autre part, les fils d’artisans ou commerçants qui devaient tenir des comptes. Dans les écoles primaires, cet apprentissage tardif (vers 10-11 ans, parfois plus) était réservé à ceux qui savaient lire. Chaque « écrivain » débutant, guidé par un adulte, progressait à son rythme : l’enseignement collectif pour la lecture n’existait pas pour l’écriture. Au contraire, dans l’école obligatoire de 1882, tous les enfants de 6 ans apprennent à lire et écrire en même temps et les leçons d’écriture sont collectives.

Comment « l’art d’écrire » réputé difficile a-t-il pu devenir cet apprentissage « enfantin » imposé à tous ? Certes, entre 1789 et 1882, le rôle social de l’instruction avait changé, les régimes politiques avaient accru l’offre d’écoles, la formation des maîtres, les ambitions des programmes. Mais comment a-t-il pu être possible d’enseigner l’écriture dans des classes aux effectifs pléthoriques ?

Pour percevoir quels changements technologiques ont été facilitateurs, il faut prendre en compte plusieurs variables : les outils (plume, encre), les supports (papier libre, brouillon, cahiers), les gestes techniques impliqués par leur usage (tailler la plume, la tenir, tracer les lettres séparées et enchaînées), les normes graphiques (ronde, bâtarde), enfin les usages scolaires de l’écriture, les devoirs scolaires de latin ou tenues de livres de compte, avant la Révolution, les nouveaux exercices scolaires sur la langue française, à partir de 1830.

Diverses archives permettent de documenter les changements : productions d’élèves des 17<sup>e</sup>, 18<sup>e</sup>, 19<sup>e</sup> siècle, prescriptions scolaires ou extra-scolaires sur l’écriture (maîtres d’école vs maîtres-écrivains), débats dans les journaux pédagogiques. On présentera le rôle joué par l’écriture anglaise cursive (1820), la façon dont l’anglaise l’a emporté sur la ronde et la bâtarde (vers 1840), l’invention du papier de cellulose (1850), l’arrivée de l’encre violette (1870) non corrosive du métal, qui a permis l’usage des plumes métalliques dans les écoles, le succès puis l’abandon des cahiers imprimés (1850-1880) contenant les modèles d’écritures.

Cette prise en compte de l’écriture comme « technologie graphique » permet de comprendre le succès d’exercices comme la dictée (vers 1840) qui exige que tous les élèves écrivent à la même vitesse. Elle explique l’intérêt des maîtres pour ces temps d’écriture collective qui facilitent la gestion de la classe : lignes d’écriture, copies, problèmes, exercices écrits occupent tous les élèves en silence. Après 1880, les lignes d’écriture ne se font plus sur les cahiers spéciaux, mais dans les « cahiers du jour ». Cette pratique de l’écriture quotidienne a reculé lorsque l’usage du stylo à bille a été autorisé dans l’école primaire (septembre 1965) et que l’expression « apprendre à écrire » a signifié « apprendre à produire des textes » et non plus « apprendre l’écriture ».

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## Writing for Oneself, Writing for All: School Technologies of Writing Among Wayãpi Amerindians (Brazil/French Guiana)

*Écrire pour Soi, Écrire pour Tous : Technologies Scolaires de l'Écrit Entre les Amérindiens wayãpi (Brésil/Guyane Française)*

Silvia Lopes da Silva Macedo

Université de Paris-Est Créteil

Writing arrived in the Amazonian villages of the Wayãpi Amerindians (Tupi-Guarani language) with the French (French Guyana) and Brazilian/Portuguese (Brazil) colonization. Aware of its importance in negotiations with the colonizers (white/karai/paraisi in Wayãpi language), the Amerindians will not cease to demand the mastery of this technology, whose schools will be their main instrument of teaching and 'democratization'. What practical models of written technology do teachers and parents convey? What are the uses of 'school tools' on either side of the Oyapock (the border river between French Guyana and Brazil)? Established among the northern Wayãpi of French Guyana in the 1950s and 1960s, and among the southern Wayãpi in Brazil in 1980 and 1990, the schools follow the French national guidelines for the former, and the Brazilian 'intercultural bilingual' guidelines (since 1988) for the latter. These guidelines, which change over time, lead to different pedagogical choices of written technologies and their display by teachers (boards, posters, textbooks, notebooks, index cards, slates, loose sheets, etc.).

In French Guiana and Brazil, the school form is visible in the layout of buildings (coat racks, windows, rooms, individual boards and tables or absence of walls), in the choice of materials (textbooks, chalkboards and chalk, calligraphy notebooks with large squares or lines, pens, felt-tips, slates, printed sheets, etc.) and in the teaching practices of writing technologies. Very visible in small classes in French Guyana, writing is almost absent from Brazilian classes, revealing, on the one hand, the different uses of writing by teachers, and on the other hand, the distinct appropriations by pupils and their families. From an analysis of ethnographic data produced since 1996, associated with ethnographic and ethnohistorical studies of this population, we will try to demonstrate the variations in the use of technologies of writing in classrooms, as well as their appropriation by students and their families in the two national contexts mentioned. We will see that on the Guianese side, a technology that is used as a means of addressing the whole class in order to provide instruction for 'all' engenders an individualized and personal appropriation by students and their families. Whereas in Brazil, a technology that is addressed more to each student, strongly supported by oral language, is appropriated by students and their families for collective political purposes.

### *Paper Abstract (in Language of Presentation):*

L'écriture arrive dans les villages amazoniens des amérindiens wayãpi (langue tupi-guarani) avec la colonisation française (Guyane française) et brésilienne/portugaise (Brésil). Conscients de son importance dans les négociations avec les colonisateurs (blans/karai/paraisi en langue wayãpi), les amérindiens ne cesseront de demander la maîtrise de cette technologie, dont les écoles en seront leur principal instrument d'enseignement et de 'démocratisation'. Quels modèles pratiques des technologies de l'écrit véhiculent les enseignants et les parents ? Quels usages des «outils scolaires» de part et d'autre de l'Oyapock (fleuve frontière entre la Guyane française et le Brésil) ? Installée chez les Wayãpi septentrionaux de Guyane dans les années 1950-60, et chez les méridionaux au Brésil en 1980-90, les écoles suivent les directives nationales française pour la première, et 'interculturelle bilingue' brésilienne (depuis 1988) pour la seconde. Ces directives, changeantes dans le temps, impulsent différents choix pédagogiques des technologies de l'écrit et de leur affichage par les enseignants (tableaux, affiches, manuels, cahiers, fiches, ardoises, feuilles volantes...).

En Guyane et au Brésil la forme scolaire se donne à voir dans l'aménagement des bâtiments (porte-manteaux, fenêtres, salles, tableau et tables individuelles ou absence de murs), dans le choix des supports (manuels scolaires, tableau et craie, cahiers de calligraphie à grands carreaux ou aux lignes, stylos, feutres, ardoise, fiches imprimées...) et dans les pratiques enseignantes des technologies de l'écrit. Très visibles dans les petites classes en Guyane, les écrits sont presque absents des classes brésiennes, contribuant à rendre visible d'une part les différents usages de l'écrit par les enseignants, et d'autre part, les distinctes appropriations par les élèves et leurs familles. À partir d'une analyse des données ethnographiques produites depuis les années 1996, associées aux productions ethnographiques et ethno-historiques sur cette population, nous nous efforcerons de démontrer les variations de l'utilisation de la technologie de l'écrit dans les classes, ainsi que leur appropriation par les élèves et leurs familles dans les deux contextes nationaux mentionnés. Nous verrons que du côté guyanais, la technologie de l'écrit qui est utilisée comme moyen de s'adresser au groupe classe afin d'une instruction pour 'tous' engendre une appropriation individualisée et personnelle par les élèves et leurs familles. Tandis qu'au Brésil, la technologie qui s'adresse plutôt à chaque élève, fortement épaulée par la langue orale, sera appropriée par les élèves et leurs familles à des fins politiques collectifs.

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## Writing in the School's Public Sphere in Mexico and France.

Elsie Rockwell

Cinvestav-Mexico, Mexico

Classroom teaching involves complex interactions with and around technologies of writing, understood in the broad sense. Within the everyday dynamics, some writing becomes visible or audible to all who are present, forming what may be seen as the classroom's "public sphere". Other handwritten and printed texts in the classroom may remain hidden. Practices that set written texts within the public sphere differ from class to class and, I propose, from one teaching culture to another. While some authors have focused on writing as one of the commonalities of school cultures worldwide, I have noted contrasting streams of «relative continuity» in the histories of writing practices in different times and places. These variable traditions may involve changes in the availability of certain artifacts that have changed pedagogies of writing, or they may go beyond objects to reveal the materiality of social relations and dispositions (*dispositifs*) that make writing public. Thus, the appropriation of certain technologies of the word transforms the uses of the written word. The blackboard (later whiteboard) is an iconic artifact associated with the minimum technology needed to teach a script. This technology was crucial for the arrangement of students in the graded classroom, convened to face the 'front' keeping both eyes and ears attentive to the teacher. Yet, the size, placement, and uses of blackboards have varied greatly. As writing on the board is public to all, transgressions reveal the rules of behavior. Certain uses of slates (*ardoises*) also become public, particularly when students raise their slates all at once so the teacher may see their work. Classroom walls also offer many examples of public print, such as wall charts, posters, and student work. I examine when and why students' work is meant to be read not only by the teacher but by classmates and parents as well. Public instances contrast with drafts and final texts written in students' notebooks, which tend to be read and marked only by the author or the teacher. Another dimension to be explored is the practices of making texts audible to the public within and beyond the classroom walls, including for example dictations, recitations and school plays. In exploring the temporal and spatial variations in such writing technologies, I draw from archival documents and printed sources from both Mexico and France, as well as on fieldwork done during various periods since the 1980s, in Mexican elementary schools, and in Paris. While it is dangerous to generalize from scattered examples, due to the wide internal variation, evidence suggests some contrasts between wide-spread teaching practices in each country. Although the present-day ITCs are beyond the present paper, certain parallels and contrasts may shed light on contemporary technologies. Comparisons are telling of the connections between literacy and the 'public sphere', long defended as part of the *raison d'être* of compulsory schooling.

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## A2 11.3: PREFORMED PANEL

### Pedagogical Objects from the Arts and Crafts Schools and the Art Education Movement (1870-1914)

*Keywords:* teaching material collections, arts and crafts schools, aesthetic education, technical skills, objects of art education

*Chair:* **Kathrin Berdelmann** (DIPF | Leibniz Institute for Research and Information in Education)

*Discussant:* **Joachim Scholz** (Ruhr-Universität Bochum)

In Europe in the nineteenth century industrialization led to a drastic change in the conditions of production and consumption. Not only did the quantity of available goods increase, so too did the types of goods produced. This meant that the quality of consumer objects also differed noticeably, leading to an awareness of the aesthetics of commercial products (furniture, interior design, and books, for example) and a desire for aesthetic quality, especially among the middle classes (Kerbs 1998). Consequently the possibility and the necessity of developing a good taste promoted a variety of initiatives dedicated to aesthetic beauty, such as the British arts and crafts movement and, in Germany, the Kunstgewerbe reform movement or, related to this, the establishment of museums. Significantly, education was affected as well by these changes (Mai 2010, Cleve 1998). New schools of arts and crafts arose in Europe, and a reform movement for arts education took hold in countries like Germany (Buchholz, Theinert 2007). Modern methods of instructing pupils in arts and crafts, utilizing new techniques and objects, were introduced by reform-minded teachers. This panel will address the characteristics and ideas of European arts and crafts schools and of the arts education movement. The contributors will consider how new materials and objects for aesthetic education were utilized in schools, and how reform methods of teaching were conceived in this time of dramatic educational, technological and industrial change.

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#### *Presentations of the Panel*

### **German Schools of Arts and Crafts: Objects of Educational Collections (1870-1914)**

**Alexandra Panzert<sup>1</sup>, Anna-Sophie Laug<sup>2</sup>**

<sup>1</sup>Hochschule Hannover, <sup>2</sup>Staatliche Kunstsammlungen Dresden

The international competition at the 19<sup>th</sup> century's World Fairs induced the founding of Schools of Arts and Crafts – also referred to as “Schools of Applied Arts” or “Schools of Decorative Arts” – in Prussia and other German states. Those Schools' purpose was the training of craftsmen and designers in order to improve the artistic and constructive quality of German products for a global market. They were supposed to enable the students to distinguish and apply different (historical) styles according to the form and function of the designed object and its context. Furthermore, the students were educated to know all kinds of aesthetic facets of art and nature and to integrate them into their designs, ranging from simple geometrical patterns up to complex figurative compositions (Geller 2001). The great variety of design purposes required corresponding teaching material which was assembled in the schools' educational collections (Mundt 1974). The material consisted of books, posters, stereometric objects, stuffed animals, weapons, costumes, plasters of three-dimensional canonic works of art and so on (Mühlenberend 2020). As basic research on early Schools of Decorative Arts still remains to be done, the presentation aims to give a definition of the various educational collection types. Concepts of “Lehrsammlungen” (educational collections), “Vorlagensammlungen” (presentation collections) and “Mustersammlungen” (sample collections) are compared and differentiated regarding their purpose, use and volume, and will of course be extensively illustrated.

In a second step the paper exemplarily asks about the handling and the use of these collections for the education of these early designers and connects the teaching material with the schools' programs. A large proportion of the lessons consisted of different modes of drawing: Students were required to draw in different educational steps (Schmalhofer 2005). First, they were assigned to copy a wide range of models and patterns from plaster to plants, later, the study of “live” objects as nude drawing and drawings from nature were required, until they could move to own ornamental in-

ventions. The paper aims to explain the basic ideas of schools' teaching practice. A practice based on the handling of their collections and their theoretical foundations (Martin 2021). Questions are: How in detail was the training of designers for industry carried out with the help of the teaching collections? What skills were required, and how were the teaching materials organized to support their training? This addresses further questions of development and organization of methodological-didactical material. What from today's point of view is questionable was in the 19th century common practice: capable designers were supposed to mature not through the knowledge of machine production, but through techniques of drawing and reproducing the most diverse patterns.

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### **The Arts Education Movement, The Arts and Crafts Revolution, and the German Primary Schoolroom, 1890-1910**

**Carolyn Helen Kay**

Trent University, Canada

In Imperial Germany (1871-1918), modern art and bourgeois society were closely intertwined, from Impressionism to Expressionism, and this relationship included furniture, household objects, books, and interior design by artists of the Jugendstil era – influenced by the English Arts and Crafts Movement. This cultural revolution entered the world of the bourgeois child, including the schoolroom, affecting the arts instruction in primary schools (the Volksschule) and the physical environment of the child at home and at school. Reform movements in pedagogy, inspired by the Hamburg arts educator and gallery director Alfred Lichtwark, led to the Kunsterziehungsbewegung (the arts education movement), which introduced lessons in free-style drawing by children; there were also efforts by dedicated young teachers to surround children with the latest and most original types of artistic design. In school classrooms, the drab colours of grey and brown walls were replaced by bright colours in posters of artwork by leading artists of the era (Liebermann, Thoma, Edward Burnes-Jones), featuring scenes, for example, of nature and children. Furthermore, picture books designed by modern artists, such as the remarkable work entitled *Fitzebutze* (1900), by Paula and Richard Dehmel, liberated children's literature from traditional literary forms and illustrations. The aim in all these pedagogical endeavours was to deepen, enhance, and call forth the child's aesthetic sensitivities and feelings, with the ultimate goal of nurturing the cultural education of each child. Lichtwark had criticized education in the schools for concentrating almost exclusively on students "knowing" or "remembering" facts or skills; he urged teachers to encourage a hunger in children to learn and thus to see and experience beauty, particularly in new examples of art. Exposure to modern arts instruction and to objects of contemporary art and design (the Kunstgewerbe) would accomplish this. Only then, he believed, would children become the cultivated adults of the future, ready to lead Germany onward. This paper will address the intersections of the Kunsterziehungsbewegung and the Arts and Crafts Movement, and specifically will explore the fin-de-siècle Wandschmuck or poster art of the classroom introduced at this time, as well as some of the new kinds of picture books for children – clearly influenced by Jugendstil. In Hamburg and Berlin, exhibitions were held in 1898 and 1901 on the subject of "Art and the Child," and this will be another focus of my paper. Overall, I will show the connections between Imperial German education and the rise of modern art and design, the efforts of teachers within the reform movement called the Kunsterziehungsbewegung, and the increasing emphasis within German society upon cultivating the well-educated German child (and the future German citizen).

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### Fantastical Ornament and the Free School: Emanuel Pelant's Artistic Experimentation and Avant-garde Teaching Methods

Lada Hubatová-Vacková

Academy of Arts, Architecture and Design Prague

In the field of art pedagogy, the Czech decorator and teacher Emanuel Pelant (1871–1954) developed the concept of a secularized, democratic «Free School». Pelant graduated in 1904 from the School of Applied Arts in Prague (k. k. Kunstgewerbeschule Prag) in the studio of decorative architecture, which was at that time led by the famous Czech architect Jan Kotěra (1871–1923). Immediately after graduation, Pelant decided to leave Prague for the east of the country (the Czech Lands were then part of the Austro-Hungarian monarchy), where he became a teacher of decorative drawing at the School of Crafts in Valašské Meziříčí (Fachschule Wallachisch Meseritsch). As a drawing teacher, Pelant was open to contemporary pedagogical experiments. He did not want his students to passively copy ornamental patterns, but on the contrary to develop their individual, original imagination, fantasy and free creative will. Pelant was instructed by the methods of John Dewey, Liberty Tadd, Franz Čížek (whose courses he regularly attended), Rudolf Steiner and others. His conception of decorative composition and its teaching methods were also influenced by evolutionism of Max Verworn (conf. "neolithic childhood") and Ernst Haeckel, which Pelant originally incorporated in his artistic experiments. The paper draws attention to the important role played by liberalization and reform tendencies articulated in the context of pedagogy for the development of modern art, and at the same time shows to what extent Czech art teachers like Pelant have naturally been integrated into contemporary progressive pedagogical methodological discourse.

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- Tadd, James Liberty (1907): Nové metody ve výchově umělecké. Výcvik ruky a studium přírody, jež objasňují, kterak ruku, oko i ducha vychovávati prostředky zachovávajícími životní svěžest a rozvíjejícími jednotu myšlenky a konání. Praha.
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### Teaching Aids for Free Drawing

Bettina Irina Reimers

DIPF | Leibniz Institute for Research and Information in Education

In the discussion about a reform of aesthetic education around 1900, the demand was formulated to turn away from the strict reproduction of models with geometric forms, ornaments and motifs. Instead, pupils should find their way to free drawing and individual and creative design through nature-based methods (Kerbs 1998). The aim of school education was henceforth «not to train artists, but only to awaken the receptivity for art» (Pallat 1930, p. 409) and to promote understanding and appreciation for art and crafts through one's own practical activities. Firstly, the conference paper sheds

light on the changes in the instructions and teaching materials for practical drawing that were used - predominantly in primary schools, but also in secondary schools and vocational schools. Secondly, it presents a fund of sources that is important for research in the history of education on art education and aesthetic education in the late 19th and early 20th centuries. The Research Library for the History of Education holds in its collections a stock of teaching materials and instructions (from the second half of the 19th century to the middle of the 20th century) on drawing and free drawing that were used in all types of schools. For example, the 40 wall-charts designed by the Hamburg trade teacher A. Stuhlmann for the first lessons in free drawing, which were specially designed for teaching in elementary schools and appeared in the third edition in 1872. Such wall-charts were often adapted and republished. These and other documents illustrate both the continuous changes in teaching media in relation to contemporary pedagogical discourse (for example, at the Art Education Days between 1901 and 1905) as well as the changes in their use in teaching practice in primary schools, secondary schools and vocational schools. In addition, historical sources such as the discussions in the relevant teachers' journals and the records from the minute books of the Berlin Drawing Teachers' Association allow to draw conclusions about the changes in methods and techniques in drawing, handicraft and arts and crafts teaching. By analysing the teaching materials for art education I will show that the teaching materials and the resulting practical lessons hardly reflect the formal structure of the school system and the strict allocation of teaching content associated with it.

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## **A2 11.4: Textbooks and Teaching (2)**

*Session Chair:* **Marc André Depaepe**, KU Leuven & University of Latvia

*Keywords:* Curriculum, Primary school, Educational laws, Transnational history, 19th Century

### **A Transnational History of the Curriculum for Primary School: Between Civilizational Process and Social Classification (Brazil And France, 19th Century)**

Alexandre Silva

University of São Paulo, Brazil / São Paulo Research Foundation (grant # 2020/11928-8)

This paper deals with the history of the curriculum for primary school in the first half of the 19<sup>th</sup> Century. Its aim is to analyze the changes in the school subjects of primary schools in Brazil and France by taking into consideration some of the educational laws created in that period. The variation of scales can be explained due to the intense circulation of pedagogical ideas and models which crossed the Atlantic Ocean and were appropriated by politicians and intellectuals in charge of run and reform the public instruction in the Brazilian empire. We argue that legislation played a very important role within such movement, since many Brazilian school acts at that time were inspired by similar educational reforms promulgated in France, characterizing the transnational aspect in the national laws production. Therefore, we believe that the Transnational History of Education (ROLDÁN VERA; FUCHS, 2021) is an interesting approach to understanding how the curriculum of primary public schools in Brazil during the 19<sup>th</sup> Century appropriated foreign pedagogical models, specially derived from France. Moreover, we start from the assumption the schooling was an important way of making of citizens throughout the long 19<sup>th</sup> Century in different parts of the Western world (TRÖHLER; POPKEWITZ; LABAREE, 2011). In Brazil, as pointed by Faria Filho (2007), there was a process in which the initially so called "first letters schools" were replaced by the idea of elementary instruction. This movement was initiated by the General Law of October 15, 1827, first educational legislation after the political independence, which, among other elements, defined the subjects that should be taught in the public primary schools of the Empire (BRASIL, 1827). Afterwards, in 1855, de Couto Ferraz Reform redefined the primary curriculum based on the idea of discriminating its subjects according to a school classification. So, there would be two categories: 1<sup>st</sup> degree schools, with more basic contents of reading, writing, catechism, grammar and system of weights and measures, and 2<sup>nd</sup> degree schools, whose program would embrace also elements of history and geography, mainly from Brazil, principles of physical sciences and natural history, elementary geometry, surveying, geometrical drawing, notions of music and exercises of singing (BRASIL, 1855). The geographical distribution of the schools should be based on the localities' relevance, so, the more developed villages and cities would receive a 2<sup>nd</sup> degree primary school and its relatively more advanced topics. The logical of the curriculum for Brazilian primary education in the 19<sup>th</sup> Century can be placed between the civilizational ideal, characterized by the strength of moral and religious aspects (CASTANHA, 2007), and the social classification of its public. By observing in parallel the French educational re-



forms in the same period, it seems possible to conclude that such model was appropriated from Guizot Law, which created the superior primary schools in 1833 (BRIAND; CHAPOULIE, 1993).

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*Keywords:* Primary instruction, Decentralization, Municipality, Uberaba  
**Educational Settings in the Municipality of Uberaba, Minas Gerais, Brazil.**  
*Configurações Educacionais no âmbito do Município de Uberaba, Minas Gerais, Brasil.*

Carlos Henrique Carvalho

Universidade Federal de Uberlândia, Brazil

#### *Abstract (in English):*

From the perspective of the local space, in this case, the municipality of Uberaba-MG during the years 1895 to 1912, this article seeks to deal with the process of organizing public instruction that took place locally and its relationship with the broader context of the first years of the Brazilian republican period. Therefore, we prioritize the work with documents produced by the legislative power, especially the Minutes of the City Council, seeking to demonstrate how the municipality participated in the schooling process that characterizes that ambience in the early years of the recently Proclaimed Brazilian Republic. In the wake of discussions related to the country's educational problem, we are faced with the issue of political-administrative decentralization and the role of municipalities, in view of the educational scenario of the time, which allowed municipalities, in particular Uberaba, to constitute themselves as an instance idealization and action in matters of public instruction. In this sense, the Uberaba City Council acted effectively in the educational issue, proposing laws, creating and maintaining schools, appointing and remunerating teachers, thus configuring an educational organization based on the municipality itself.

#### *Abstract (in Language of Presentation) :*

A partir da perspectiva do espaço local, isto é, o município de Uberaba-MG, situado temporalmente entre 1895 a 1912, o presente artigo procura tratar do processo de organização da instrução pública ocorrido localmente e sua relação com o contexto mais amplo dos primeiros anos do período republicano brasileiro. Para tanto, priorizamos o trabalho com documentos produzidos pelo poder legislativo, em especial as Atas da Câmara Municipal, buscando demonstrar de que modo a municipalidade participou do processo de escolarização que caracteriza aquela ambiência nos anos iniciais da recém Proclamada República brasileira. Na esteira das discussões relativas ao problema educacional do País nos departamentos com a questão da descentralização político-administrativa e o papel das municipalidades, frente ao cenário educacional da época, o qual possibilitava aos municípios, em particular o de Uberaba, constituir-se enquanto instância de idealização e de ação em matéria de instrução pública. Neste sentido, a Câmara Municipal de Uberaba atuou de forma efetiva na questão educacional, propondo leis, criando e mantendo escolas, nomeando e remunerando professores, configurando, assim, uma organização educativa a partir da própria instância do município.

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*Keywords:* readers, values education, textbook, formal curriculum, educational policy, state education, elementary schools

### **Readers for Elementary Schools as an Instrument for Implementing Values Education**

Orit Oved

Tel Aviv University, Israel

Values education is a general name for the field of values and virtues in education, which cultivates proper patterns of intentionality, evaluation, judgment, and behavior, thus fostering personality and good character within the various personal and social circles. The current lecture focuses on the issue of how the «love of humanity» value and its meanings are reflected in Hebrew language and literature school readers (the *Mikraot* textbook) in state elementary schools, grades 2–6, from 1954 to the present day. *Mikraot* is the general name for edited literary anthologies for Israeli schools' Hebrew language and literature classes. The works included in the readers reflect a broad-ranging perception of the term «literature» and represent a wide variety of literary genres: biblical verses, rabbinic literature, short stories, novels, ballads, poems, memories, plays, philosophical writing, and journalistic pieces. The current research addresses the study of curricular education policy and relies upon a content analysis of Hebrew language and literature curricula and the texts gathered in the readers toward teaching this subject for pupils in secular state schools, grades 2–6, from 1954 to the present day. The curricula comprise the main channel through which education policies manifest in education; the main means of realizing the concepts introduced in the curriculum are the teaching and learning materials and the school readers – the medium discussed herein. This study analyzes texts from about 40 readers, published as schoolbooks and used in the state education system. Curricula, the reader editing, and the editors' or policymakers' choice of texts reflect the acceptable and desirable values the younger generation was supposed to absorb toward shaping the image of the socially acceptable Israeli adult. Therefore, the readers will also reflect on the local and global developments that affected the value system and the socially acceptable and desirable behavioral patterns.

The «love of humanity» value in the readers and the analysis of its educational perception and interpretation by policymakers were examined on two levels. On the first level were the texts that reflect this value, which texts did the editors select, and what characterized the way these texts imparted this value to pupils? On the second level was the way this value was presented in the texts chosen to impart it and its manner of presentation in the selected texts. My main argument is that education for the «love of humanity» value through Hebrew language and literature readers was transformed in essence, in content, and in how the state education system imparted it to reflect educational and sociocultural developments in Israel and the world. The changes that took place over seven decades manifest in three central aspects: (a)

the definition of the «other» (who is the subject of the value?), the value's interpretation and its educational translation, (b) the types of texts chosen for the readers by policymakers or editors, and (c) the value-based educational approach.

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*Keywords:* elementary school, pedagogical objects, New Education Movement, Fascism, XX century  
**New pedagogical objects for a new elementary school. The Italian experiences of Mario Mazza and Marco Agosti during Fascism**

Evelina Scaglia

University of Bergamo, Italy

According to the Cultural History of the Classroom (Braster et al., 2011), an interesting field to investigate the educational and social dimensions of pedagogical objects can be found in the study of two Italian elementary schools during the Fascist regime: the non-state experimental school «Leopoldo Franchetti» in Rome and the state elementary school «Camillo Ugoni» in Brescia (Northern Italy). The two teachers involved in these initiatives, Mario Mazza and Marco Agosti, decided to experiment, in their respective classes, the practice of pupil self-government and the use of active methods, in line with the main changes introduced by the International New Education Movement and the pedagogy of Giuseppe Lombardo Radice (Chiosso, 2003, 2019). Without coming into conflict with the strict control perpetrated by Fascism, which was interested in turning the school into an instrument of political propaganda (Ostenc, 1981), they made their pupils collaborators in a new way of doing school, based on cooperation among peers and exercise of personal responsibility. The commentaries of their experiences were first made known by the teachers' magazines «Scuola Italiana Moderna» and «Supplemento pedagogico», published by the Catholic publishing house La Scuola in Brescia (Di Pol, 1997; Sani, 2009). In the *Team System* introduced by Mario Mazza (Mazza, 1941, 1942) and in the *Regents' System* pioneered by Marco Agosti (Magister, 1934, 1950), students were directly involved in the construction of their own school materials, such as filing cabinets (for the study of Italian grammar, natural sciences, Catholic religion), maps (for the study of history and geography, drawn up on the basis of an analysis of the urban environment in which they lived), collections of different materials (such as minerals, crystals, herbs, etc.), a class vocabulary (for studying the lexicon of the national language), notebooks with specific functions (such as the *Class Newspaper*, to share reflections and news with the classmates, and the *School-Family Notebook*, to maintain constant communication with parents). All these tools, with a high pedagogical value, were built by pupils in small group activities, based on the practice of peer tutoring and free work starting from their own personal interests, in a historical period when the national school system was designed to train new generations of fascist citizens obedient to the regime's orders, not free and responsible human beings (Sani, 2018). In this sense, the use of new objects for teaching, produced thanks to the collaboration and creative work of all the students, represented an important way of democratic education, didactic innovation and, nowadays, of research about the Material Culture of School (Meda, Badanelli, 2013; Meda, 2016). For Mario Mazza and Marco Agosti, the elementary school had to be able to offer an educational context inspired by the principles of solidarity, inclusion, and fraternal cooperation, through the enhancement of mutual and spontaneous teaching-learning processes, using pedagogical tools and materials specifically designed for an active school capable of focusing on the natural growth of each child (Scaglia, 2016; Gecchele, 2018).

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#### A4 11.1: Politics of Educational Technologies (2)

Session Chair: **Marc VanOverbeke**, University of Illinois Chicago

Keywords: newsreels, communist education, propaganda, indoctrination

##### Communism as an «Educating Dictatorship»: Newsreels and Politics Between 1945 and 1954 in Hungary

Lajos Somogyvári

University of Pannonia, Hungary

In newsreels, cultural, educational and political dimensions intertwined inherently, forming our memories and identities often in an unreflect way – before total forgetting, it is a crucial task for historians to demonstrate how the complex phenomena of newsreels (Chamber, Jönsson & Vande Winkel, 2018) combined entertainment with ideological indoctrination, mobilizing masses with emotional effects in a context of community experience. These were characteristic features of the Soviet-type system, from its birth, supporting every campaign and turn of the Party (Kenez, 1985): propaganda was a fundamental, constituting part of the state, infiltrated society on every level (personal agitation, meetings in the workplace and home, books, pamphlets, films, seminars, marching, protests, celebrations etc.). After 1945, presenting and ideal image about the new type of Soviet Man and Woman (Kestere, Stonkuvienė & Rubene, 2020) was one of the biggest challenge for the communist propaganda in the occupied countries, like Hungary, through verbal and visual contents (articles, pamphlets, leaflets, posters, images, moving screens, and so on). This process was clearly educational, so according to some German scholars we can define communism as educating dictatorship, as these historians did in the context of GDR (Barck, Classen & Heimann, 1999). Propaganda and persuasion took a big part in every modern political system, and communism raised this a higher level, because the ideologists had a (magical) belief, if they control mass media and public, continuously repeated words became true after a while. This big effort always reinforced by different narratives of newsreels, with mixing fictional and non-fictional modes differently, like quasi-documentaries; but the rhetorical tone was obvious in various types (Cerdán & Sánchez-Biosca, 2013).

The production and broadcast of post-war Hungarian newsreels was depended on the political goals and turns of the Communist Party, combined simple messages with easily understandable narrative forms, to support campaigns, spread intended knowledge – I will show several examples based on archival sources. The footages has now digitized and open for everyone (<https://filmhiradokonline.hu/>): by using this webpage, I made a database, contained 205 items (in relation with schooling, students and pioneers), after a three-step data collecting and selection process. Three archetypes, basic storytelling forms are detected, I called them metaphorically *One from the many*, *Occupying space* and *Learning society*. Development and progression of the country after WW2 always represented in individual life-stories and personal backgrounds to get close these stories to the audience, trying to make Soviets and communists more popular. At the same time, more and more spaces are occupied by the new power, both physically and symbolically, for example the former castles became schools, training sites, etc., which signed the expropriation the past, too. Definition and scope of education extended in the discourses, because every member of the society would learn repeatedly the language of the new establishment. My presentation aims to show these parallel universes, the idealized forms of Stalinism by a historical analysis (Landwehr, 2008), emphasizing its focal points and absences at the same time, in an educational context.



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*Keywords:* Integration, special education, policy, pedagogical objects, Sweden

## **The Role of the Special Educational Experts and the Emergence of the Paradigm of Integration in Sweden 1960s-1990s**

Anne Berg<sup>1</sup>, Johanna Ringarp<sup>2</sup>

<sup>1</sup>University of Gothenburg, Sweden; <sup>2</sup>Uppsala university, Sweden

Inclusion as a policy arose during the 1990s and was gradually given a prominent position for how states, in a global field, should handle SEN-students - students with special educational needs (Magnússon et al. 2019). In an ongoing project we investigate and analyze how and why the integration paradigm, as a dominant way of managing pupils with special pedagogical needs, arose and changed in Sweden from the 1960s and onwards. One starting point is that we consider integration as a policy paradigm. This means that individual educational policy reforms and practical shifts must be seen in the light of this further discursive change. In line with among others Tomlinson (2012), we want to offer a new explanation for the emergence of integration that focuses on the interrelationship of central sectors of society over time. The project examines how different institutions and interests groups in society have contributed to establishing and (re) producing the knowledge and ideas about problems and practical pedagogical solutions on which integration and inclusion policies rests. This distinguishes us from previous research that primarily is characterized by a top-down perspective (e.g. Oliver 2004; Dyson 2001; Armstrong 2005), and place us among researchers that approach educational changes as an effect of historical conflicts and negotiations between governments, local political bodies, professions (special educators and medical experts), business interests and civil society organizations (Barton & Armstrong 2007; Osgood 2005, 2008). In this paper, we focus on the role of professionals and academics in this process from the 1960s to the 1990s - a period characterized by centralized government control and scientific steering over education and pedagogical objects (e.s. textbooks). How did the academic field and educational experts formulate knowledge, agendas, and pedagogical objects for SEN-students in Sweden from the 1960s to the 1990s? What was the role of these experts in public policy-making regarding integration/inclusion and pedagogical tools for SEN-students? We have performed qualitative text analyses and conceptual analyses of academic journals in the Swedish pedagogical field and the public inquiries (also conducted by experts) that formed the basis for policy changes in the field of special education. We have e.g. studied the public disability investigations (SOU 1969; SOU 1989), integration investigations (SOU 1980) and various SEN-students inquiries in the 1990s. The paper shows that experts in the field of education (academics and teachers) had an important role in the production of knowledge, not least the key concepts, on which the new policies on 'integration' and 'inclusion' rested. Furthermore, they also had an important role in formulating the knowledges and policies regarding the special pedagogical objects for SEN-students (SOU 1968; SOU 1969; SOU 1989). Thus it can be said that the experts and professionals in Sweden played a major role in the creation of what Tomlinson (2012) has called a 'SEN industry'.

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*Keywords:* Film, colonial, Commonwealth, Britain, learners

### **Representations Of The Learner In British Post War Colonial Documentary Film**

Tom Woodin

Institute of Education, UCL, United Kingdom

British documentary films about post war colonial settings reveal fascinating insights into the ways in which technologies were used to propagate a post imperial and commonwealth story where learners and institutions of learning played a central role. The contradictions and silences of such film highlight contested educational histories. The analysis of these films provide important insights into the nature of film, its audiences and crucially the assumptions and purposes of film makers which in turn connect to more general assumptions about equality, difference and inequality. Documentary film emerged in the 1930s and opened up creative opportunities in presenting narratives and assumptions about the nation which were disseminated to new audiences. Educational films continued to be made in the post war years and served an important pedagogical role (Southern 2016).

In meeting the needs of film makers, funders and those represented in documentary film focused on the empire and commonwealth, interesting choices and dilemmas arose. It has been noted that the relationship between metropole and periphery was often a complex multi-level one in which perceptions of the colonies pervaded the way that people in Britain saw and represented themselves and vice versa. Images of empire influenced British life and informed hierarchies of race, class and gender (Said 1993; Goodman et al 2009; Gildea 2019). This presentation will assess the interaction of visual and spoken communication deployed by film makers in order to represent vibrant and newly arising colonial countries that were coming into independence yet were in need of education, an issue at the heart of the British post war establishment. The desire for independence on the part of the Labour Government had to take place gradually while the agency of subject peoples was frequently effaced. The technology of film introduced new problems of representation and tensions can be identified in relation to the inclusion and exclusion of learner voices which lies at the heart of the process of nurturing independence on terms of the powerful. Racial, gendered and class hierarchies are visible but also complex and are actively renegotiated through the films. The contradictions contained within the films constantly threaten to break out of the imposed limitations and invite the audience to raise uncomfortable questions. Indeed, the spoken and the visual exist in tension and are connected with conflicts in the imperial project which cannot easily be reconciled.

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*Keywords:* educational media, technology, funding, business, Switzerland

### **The Role of Funding in the Introduction of Audiovisual Media in Zurich, 1950-2000**

Anne Bosche, Michael Geiss

Zurich University of Teacher Education, Switzerland

The use of media and technologies to improve teaching and learning in schools has become an ongoing discursive issue. However, this topic has accompanied educational research and public debate since the end of the 19th century, when

the established medium of the textbook was supplemented by various visual media (e.g. school murals and photographs on slides). Visual education aimed to bring the world into the classroom (Day Good 2019). This understanding also accompanied the introduction of new educational media in the second half of the 20th century (Caruso/Kassung 2014). Under the catchword of “audiovisual media”, auditory media (tape recorder, cassette player, speech labs, radio, record player), visual media (transparency projector, slide projector, episcopes, television set, video recorder, super 8 silent film projector) as well as audiovisual media (sound picture projector, super 8 mm sound film projector, 16 mm sound film projector, television set, video recorder) were produced, advertised and in some cases also introduced into the classroom across the board. Introducing new media into schools is a specific form of school reform. Unlike structural or curriculum reforms, however, the introduction of new media always demands the technical refurbishment of the school or classroom (see for example Bosche/Geiss 2011). Far-reaching financial decisions are required at all levels of the subsidiary system. Economic actors, as producers of the necessary hardware, become important actors in the governance of education. Using the example of the Canton of Zurich, the paper focuses on the introduction of new media in primary schools in the second half of the 20th century. In our contribution, we are interested in the political and economic conditions in which audiovisual media were advertised, distributed and funded. From a governance perspective (Benz 2004; Langer/Altrichter 2010), we ask how the economic dimension (which private-sector actors produce, distribute and promote media?), the financial dimension (who finances the acquisition of such media and to what extent?), and the political dimension (which media are implemented?) are intertwined. We try to show that one decisive factor for media use in schools is the funding of appropriate hardware and the corresponding software. It is not only educational debates about better teaching and the optimization of pedagogical practices that would then be the main driver of educational reforms. Rather, it is the economic and financial conditions and specific windows of opportunities that decisively shape what classrooms look like.

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## Conference Agenda (online)

| Date: Monday, 05/Sept/2022 |         |         |         |         |         |         |         |
|----------------------------|---------|---------|---------|---------|---------|---------|---------|
| 9:00am<br>-<br>10:30am     | A1 01.1 |         | A3 01.1 |         | A6 01.1 |         |         |
| 11:00am<br>-<br>12:30pm    | A1 02.1 |         | A2 02.1 |         | A6 02.1 |         |         |
| 1:30pm<br>-<br>3:00pm      | A0 03.1 | A1 03.1 | A2 03.1 | A2 03.2 | A3 03.1 | A5 03.1 | A8 03.1 |
| 3:30pm<br>-<br>5:00pm      | A0 04.1 | A1 04.1 | A2 04.1 | A6 04.1 |         |         |         |

| Date: Tuesday, 06/Sept/2022 |         |         |         |         |         |         |  |
|-----------------------------|---------|---------|---------|---------|---------|---------|--|
| 9:00am<br>-<br>10:30am      | A1 05.1 |         | A4 05.1 |         | A7 05.1 |         |  |
| 11:00am<br>-<br>12:30pm     | A0 07.1 | A4 06.1 | A5 06.1 | A8 06.1 |         |         |  |
| 1:30pm<br>-<br>3:00pm       | A0 07.2 | A1 07.1 | A2 07.1 | A6 07.1 | A7 07.1 | B1 07.1 |  |
| 3:30pm<br>-<br>5:00pm       | A1 08.1 | A1 08.2 | A2 08.1 | A4 08.1 | A6 08.1 | A7 08.1 |  |



**September 5-6 2022, online  
Abstracts**



## A1 01.1: Artifacts, Health, Disability

Session Chair: **Andreas Westerberg**, Umeå Universitet/Idé- och samhällsstudier

Keywords: Technology and media, History of material, teacher training, 1985

### History of Material for Disabled and Teacher Training on the use of Technologies in a Periodical for Teachers (1985)

Stefania Carioli

University of Bologna, Italy

In the Italian school, an explicit recognition of the importance of technology and media for education first appeared in the 1985 “Primary School Educational Programs”. As can be seen from the reading of many contributions published in the 1980s in the didactic and pedagogical periodical entitled «L’Educatore», this attention to technology and the electronic media was prompted by the spread of computers, by their entry into schools, by the heated debate that arose in those years on the effects of computers on children, and on new educational challenges. Mentioning computers and information technology, the 1985 Programs documented, in fact, the profound transformations that took place in the 30 years that separated them from the previous Programs of the 1955, and the challenges of complexity that have been posed to the school in the second half of the twentieth century.

Within the most recent theoretical framework of Italian pedagogical historiography, which has begun to study pedagogical tools and teaching materials as historical sources, this contribution will analyze an article published in 1985 in the periodical for teachers “L’Educatore”, that reconstructs the history of pedagogical materials – from historical ones to new technologies – and discusses their implications for teaching. The article has revealed very clearly a lack of knowledge of the teaching materials and a teachers training reshaped, from generation to generation, on generic moral attitudes. As a result, the attitude of teachers towards the technologies was affected by a naive approach, oscillating between deep mistrust and infatuation or miraculous expectation. To renew teacher training, starting from special education teachers, the article proposed a thorough knowledge of all pedagogical materials, both historical and new technologies.

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*Keywords:* History of education, Socio-materiality, school desks, elementary schools, Sweden  
**Material Ambitions As Teaching Ideals: On The Swedish History Of School Desks 1865-1955**  
 Andreas Westerberg

Umeå University Department of Historical, Philosophical and Religious studies, Sweden

During the period 1865-1955, Swedish national school authorities published central regulations for the construction of school buildings. These included detailed construction drawings of not only the outer and inner architecture of school buildings, but also of the interior design and furnishing of classrooms. Among the objects prescribed were school desks. Over time, these prescribed school desks show huge changes. In this paper, I will analyse the changes of the school desks as reflections of changing teaching ideals within the Swedish elementary school context. The paper answers two questions: 1. How has teaching ideals been expressed through the design of school desks? 2. How has this changed over time? The analysis is guided by a socio-material approach (Fenwick, Edwards, & Sawchuk, 2011). In line with Ian Grosvenor and Martin Lawn I consider the school's materiality as not just practical tools within education but also as parts in an ongoing socio-material process of constructing meaning (Lawn & Grosvenor, 2005). For this study this entails that teaching ideals may be studied through ambitions for material change. Previous research has shed light on material artefacts within classrooms from various angles. Classrooms and their furnishings have been studied as art installations creating meaning in relation with its users (O'Donoghue, 2010). School desks and blackboards have also been studied as sources for understanding historical practices of teaching (Landahl, 2011, 2013; Moreno Martinez, 2006; Wylie, 2012). Furthermore, school desks have been studied as signs of ambitions for schools from the surrounding society (Hamilton, 2009; Herman, Gorp, Simon, & Depaepe, 2011). My study uses school desks as object for study from two viewpoints. Firstly, the public regulations, i.e. the rules of the game set by the state. Secondly, the reception, i.e. how the school desks were received within the school system. The focus here is on how this reception was expressed through debate and opinions, but also on how manufacturers tried to influence the reception through advertising. The study starts in 1865, the year when the first Swedish state guidelines for school design were put forward. It ends in 1955 when the state issued the last guidelines exclusively for elementary schools. During this period five state guidelines for school design were published. These state guidelines constitute the main source material for the study. Other sources used is teacher periodicals, product leaflets from desk producers, annual reports and inventories from schools.

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*Keywords:* Hawaii, Kindergarten, Public School

### **Educational Environment and Facilities in Kindergarten Integrated to the Public School System in Hawaii**

Akiko Shioji

Naruto University of Education, Japan

The Department of Public Instruction in Hawaii published “Educational Specifications for the Public School Building in Hawaii” in 1959. The first volume dealt with elementary school buildings and facilities from kindergarten to eighth grade. The book included the list of facilities that the classrooms of each grade and the school building should be equipped with. I will clarify the educational idea included educational facilities through an analysis of this book. This book aimed to inform on adequate facilities for schools in the absence of school buildings and the increasing numbers of school aged children after World War II. The book reveals how many students were appropriate for kindergarten, where a room for kindergarten could be built, and which facilities were useful for kindergarten children.

Kindergartens in Hawaii were integrated into the public school system in the 1940s. Before that period, kindergartens in Hawaii were influenced by American Progressive Education and were mainly managed by the Free Kindergarten Association. In those kindergartens, there were many children whose parents and grandparents were from diverse countries, such as Japan, Korea, and China. At that time, a kindergarten had its own building, based on the ideals of progressive education. It was separated from elementary school. It had characteristic educational environment. There were some reasons behind kindergartens becoming a public school. When kindergartens were integrated into public schools, and established near elementary schools or in the same place, a new indication was necessary for public kindergartens. They had to think about their connection with elementary school, in terms of what was and was not shared between them. I plan to study the new ideal or new curriculum of public kindergartens through the facilities that it had. The book reveals information about elementary schools as well. Hence, I can analyze the relationship between kindergarten and elementary school.

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*Keywords:* Innovative, Strategies, Curriculum, Development, Literacy, Education.

### **Innovative Strategies on Curriculum Development in Literacy Education in Nigeria 1992-2022**

Hannah Adebola Aderonke Okediji

Ministry Of Education Science And Technology, Oyo State Nigeria, Nigeria

Curriculum development policy on literacy education in Nigeria in the last two decades had made some paradigm shift both in contents and instruments of instruction. It is in this bid that this study examines the innovations in form of changes in the curriculum formulation as it affects literacy education in Nigeria in the past twenty [20] years. Historical research method was adopted for the study while data were collected and analyzed using both primary and secondary sources of information like oral interviews, internet materials, articles in journals, textbooks, PhD thesis among others. The findings of the study revealed that the National Commission for Mass Literacy, Adult and Non - Formal Education (NMEC) was established with Decree No. 1 of 1990 as an Agency of the Federal Ministry of Education, to formulate policy and develop curriculum in adult literacy education in Nigeria. Since change is a constant phenomenon for consistent progress in any human endeavour, certain innovative strategies have been incorporated into curriculum formulation in literacy education such as literacy campaign and awareness programmes in market places and media platforms .Teaching and learning pro-



cess takes place on radio, electronics like computer sets protector, white board to replace chalkboard; including skill acquisition programmes on different vocations like carpentry, catering, fashion design, soap making, hand sanitizers, have been embedded in the curriculum based on the needs of learners and policies of the government and non-government organizations.

The focus of the study were conceptual review, method of curriculum development, challenges of curriculum development on literacy education in Nigeria, innovative strategies on literacy curriculum and their impact on adult learners and the nation at large between 1992 and 2022, and offer few recommendations for improving curriculum development on literacy education in Nigeria. Challenges like lack of strong political will, inadequate funding, personnel cultural, domestic and religious barriers, ignorance inadequate learning instruments like computer systems, projectors and white boards. There have been innovations like establishment of drop-in centres in public places, creating awareness and lesson facilitation on radio, television, primers have been reviewed in different subjects based on formulated scheme of work on literacy education among others. These had positive impact on attendance of learners at all levels and support received from government, NGOs and International Donor Agencies like UNDP and World Bank. Despite these impact, the literacy rate still remains 62.02%. It is therefore recommended that; adequate fund be budgeted and promptly released for the formulation and proper implementation of literacy curriculum and primers; recruitment of adequate literacy workers and better remuneration is very crucial for a successful implementation of literacy policies; contents of curriculum must be need oriented, learners friendly and backed up with necessary instructional materials; every home should be encouraged to possess radio set, computer set and television to be able to access literacy lessons; more experts and relevant stakeholders including adult learners and traditional rulers should be deeply involved in the development of literacy curriculum in Nigeria, among others.

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### A3 01.1: Educational Media

Session Chair: **Oleksandr Mikhno**, Pedagogical Museum of Ukraine

Keywords: teaching, learning, assessment, evaluation, kibbutz education

#### **New (and Old) Educational Technologies of Teaching, Assessment for Learning and Summative Evaluation in the Changing Kibbutz Education (1970s Onwards)**

Yuval Dror

Tel Aviv University, Israel

According to the theme of this conference, the “term technologies is here intended in a broad sense, meaning operative strategies to optimize pedagogical practices, and includes media as well.” My past and present studies of the history of Kibbutz education (Dror, 2001a; 2001b; 2004; 2011; 2012; 2016; 2018; 2021; Dror & Prital, 2020) revealed eight major principles that are permanently reframed according to the continuous changing kibbutz. Five principles explain the innovative technologies of kibbutz education: (1) the child’s personal and social education as the starting-point; (2) The ‘uniformity of factors’ which are partners in education; (3) ‘the uniformity of education and teaching’ (studies, society, and work); (4) different forms of active learning; (5) the autonomy of teaching staff and educators. My studies and those of plenty MA and PhD graduates that were under my guidance also revealed in the 1970s onwards new (and at the same time old) educational technologies of teaching, assessment for learning (Birenbaum, 2016) and summative evaluation in the changing kibbutz education. The method of this study and presentation is the ‘multiple/collective case study’. Three cases of outstanding educational technologies are exemplified below, regarding kibbutz regional day schools that became from the 1970s rural schools whose students come from different types of settlements.

The ‘computerized greenhouse’ model (the first one founded at Mevoot Eron high school in 1977) is multidisciplinary, democratic, and based on various initiatives. It got associated with academic institutions. Here students conduct research and design software for agricultural and industrial needs. Any greenhouse is constantly changing, fuelled by joint decisions of the students and the adult staff (Dror, 2001a, 2020; Paz-Yaari, 2014).

The ‘Creative Dialogue’ is an alternative assessment model for learning towards matriculation exams in ‘Ramot Yam’ regional high school (established in 1997). Its theoretical model relies on the progressive pedagogy principles, placing the learner at the center in order to develop the skills of the 21<sup>st</sup> century. It is a variation of ‘Research Groups’ and requires a wide range of learning abilities (including digital ones), coordination between group members and high academic skills (Dror, 2020; Jaworski, 2015).

In Mevoot HaNegev regional high school overall pedagogic change of ‘education for understanding’ combined with digital technology was developed since 2009, built on the basis of Project/Problem-Based Learning (PBL) and a ‘learning and teaching community’ composed of teachers and students (Dror, 2020; Argaman 2013).

Two general and international lessons can be drawn from these three cases.

New educational technology maybe at the same time a renewal of an old one.

All the above mentioned schools were formally defined by the Israeli Ministry of Education ‘experimental’ and distributed their experience to other schools. Active educational technologies can be ‘transferred’, ‘transmitted’ or ‘transformed’ (Siegel, 1996) from the Israeli kibbutz and rural education to the entire education system worldwide.

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*Keywords:* pedagogical profile, study of student, plan (scheme) of a profile, individual approach, history of education

### **The Phenomenon of the Pedagogical Profile of a Student: from Ushinsky to Sukhomlinsky**

Oleksandr Mikhno

Pedagogical Museum of Ukraine, Ukraine

“To look into the future, you need to look back at history.” This instructive idea is known to many people, but not everyone is aware of it. Meanwhile, our research confirms once again that the present is always on the road from the past to the future. Today the phenomenon of pedagogical profiles of students studied by us is also of prognostic interest. According to modern programs for studying the student's personality and compiling pedagogical profiles, more than a century and a half of scientific-theoretical and practical research, in short, the way from Ushinsky to Sukhomlinsky, then to the present, and then into the future. Having emerged directly from practical pedagogical activity in the 1820s and 1860s (R. Gillet, L. Tolstoy, and O. Ostrogorsky), leading teachers of the 19th century began to develop profiles as a means of studying students under the influence of socio-pedagogical factors. In the 1850s, M. Pirogov put forward the idea education of the person in a person as the leading one and insisted on need of studying pupils by the teacher in this connection, taking into account specificity of the pupils' psychology. Thus, the scientist became the founder of the requirement of psychological substantiation of pedagogy, further developed by K. Ushinsky, who first formulated and established the idea of studying the child as a scientific problem in the fundamental work “A Person as a Subject of Education. An Attempt at Pedagogical Anthropology” (1868–1869).

The end of the XIX century — the beginning of the twentieth century were marked by the emergence of various scientific approaches to the study of the student and the generalization of knowledge about him (O. Lazursky, O. Virenius, O. Nechaev, G. Rossolimo, I. Sikorsky). The 1920s and 1930s in Ukrainian pedagogical science and schooling were a period of active development of pedology. Applying the method of monitoring student development, as well as anthropometric measurements, questionnaires and testing, studying school documents, pedologists (O. Zaluzhny, O. Figurin, etc.) received a detailed description of the student, which contained physiological data, information about mental development, social conditions, the student performance. On the eve of the defeat of pedology, S. Rubinstein used the term “psychological and pedagogical profile” (1935), which will be used in pedagogical science after World War II, when the profile of the student will be used as a basis for individual approach to the student (1940-1980), for the first time. It was V. Sukhomlinsky who developed the most profound phenomenon of the pedagogical profile of the student in this period, implementing most of the above theoretical provisions through the prism of his own vision and based on his scientific and pedagogical experience in his practice. The course of our research showed that the phenomenon of the pedagogical profile has significant potential as a subject of further research, among which we consider promising consideration of pedagogical profiles in terms of “text and reality”, a look at the content of school profile as a collective portrait of the students of a particular educational institution.

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*Keywords:* Video game, education, narration, aesthetic experience, resignification of experience

### **The “Oasis” Of Video Game: Through The Screen Into The Wonderland Of The Interactive Metaphors**

Gabriele Brancaleoni, Alessandro Soriani

University of Bologna, Italy

Video games are, nowadays, among the most influential and spread entertainment media around the world. The growth that the incomes of the video game industry has seen is only equal to the number of players that spend hours every day playing their favorite titles, interacting with other gamers around the globe, and watching streamers play the most successful video games of the moment on Twitch or YouTube (ISFE, 2022). These numbers represent a growing concern among parents, teachers and, in general, adults with educational roles who often get in touch with the video game medium only in situations of conflict (with their children/students) or through a misrepresentation that other medias often offer: the recreational nature of video games is, in fact, often negatively connoted and stereotyped. Often considered as a sterile entertainment tool or as a useless excessively seductive distraction, the video game contains a complexity and a variety in terms of quality of experiences, aesthetic languages, values and representations proposed to players that lead it to be a medium extremely rich in pedagogical potentials for the development of the children.

Aim of this study is to analyze and propose a reflection on video game as medium with educational and transformative potentials, which can activate processes of structuration and resignification of the experience in the subject-player (Gottschall, 2012). The contribution aims to provide interpretative tools necessary to understand specific languages and dynamics implied in the relation with this medium – from the most problematic ones to those that instead represent a true pedagogical opportunity for today's schools – trying to propose useful markers for teachers and educators who want to orient themselves more consciously in the world of video games with the intention of nurturing “a video game culture in tomorrow's citizens” (Council of Europe, 2021). The most relevant and meaningful video games will be analyzed to underline the transformations of narrative styles and iconographic languages by examining the most significant metaphors used by the producers and exploring changes in the dynamics of interaction that videogames have adopted over time. Through two different analytical approaches, one related to media education and the other to children's literature and imaginary studies, the authors propose a reinterpretation of the video game as a poietic and aesthetic experience: a threshold towards another dimension, an “oasis” (Fink, 1957), where divergent ways of thinking can find a shape, and from which the player can regain possession of the re-creative instances of the art of narration.

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*Keywords:* Adult learning, Digital divide, Gender, Media literacy, Women's Magazine  
**Women's Magazines as a Medium for the Political Education of Proletarian Women**

Christina Engelmann

University of Gießen (JLU) | Institute for Social Research (IfS) Frankfurt, Germany

Current pedagogical debates are dominated by discussions on the importance of media literacy, with a growing emphasis on self-directed learning processes. Given the need for digitization, presenting ever more ambitious and promising scenarios, skeptical stances seem to be met less enthusiastically. Current political events and the (digital learning) environment in which they develop their unique dynamics point to the dark side of isolated learning, as illustrated by keywords such as “digital divide”, “fake news”, and “filter bubbles”. Against this background, it is rewarding to take a closer look at the history of pedagogical tools and technologies at the beginning of the 20<sup>th</sup> century, especially on those educational methods and media formats that first opened space for self-determined learning.

Regarding the education of women, in particular, Clara Zetkin (1857-1933) was one of the first female politicians to create a platform for female proletarians to exchange views on their concerns and interests and participate in public discourse. The various women's magazines published under her directorship were characterized by diverse contents, including articles on current political developments relating them to the everyday living conditions of proletarian women. Zetkin was always determined by the idea to illuminate socio-political contexts that were not necessarily obvious in everyday experience. Just as for today's debates on education, for Clara Zetkin, the international perspective was of particular importance. Reports providing in-depth coverage of international congresses, as well as information on the situation and struggles of working women in other countries, formed a core part of the women's magazines. Other sections provided practical information for women, of which many were not openly politically active at that time, devoted to typical women's themes with practical advice, e.g., on housework and child-rearing. In light of current debates and innovations in the field of educational technologies, the lecture explores the question to what extent the women's magazine as a pedagogical tool is particularly useful for stimulating processes of self-education, thereby initiating possible pathways towards social transformation. Guided by the question “what can we learn from Clara Zetkin's work for dealing with tendencies of self-education in times of individualization and (digital) autonomy?” the talk will cover Zetkin's journalistic and editorial activity and her attempt to provide the political, historical, and cultural background knowledge for a self-organized exchange among proletarian women.

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## **A6 01.1: Travelling of Educational Objects**

*Session Chair:* **Frances Jennifer Kelly**, University of Auckland

*Keywords:* school record, source, textbook, textbook research, textbook usage

### **School Records in the Service of Research on Textbook Usage**

Zsófia Molnár-Kovács

University of Pécs, Hungary

The school records are unique sources of Hungarian educational, cultural, and social history. The school records are usually published every school year in a 50-150-page-long format and provide a complete picture of the annual work of

the teachers and students at a particular educational institution (Gaal, 1991, p. 424; Gráberné Bősze, 2016, p. 40; Medreczky, 1909, p. 115). The history and the publishing history of school records go back to the 18th century. These early publications were mainly written in Latin. In the middle of the 19th century, the regular publication of secondary school records in Hungary was required by the Organisationsentwurf (see Horánszky, 1990). By the turn of the 19th and 20th centuries, not only secondary schools, but almost all educational institutions, regardless of the type of school, had published school records (Bakó, 1993, p. 83). These were published in Hungary for about 100 years, until 1948, when they were discontinued due to a large paper shortage after the Second World War (Köznevelés, 1948). The school records also contain data on textbook usage, usually in the form of a separate textbook list, either for the current (i.e. closed) school year or for the next school year. This textbook list also mentions auxiliary books. The number of studies on textbook use based on the analysis of school records – and other archival sources such as evaluation reports and textbook distribution lists – is limited (see for example Albert, 2012, 2017; Méreg, 2014), as their source value has been particularly focused on school history and local history.

In addition to the presentation of this group of sources, we will also discuss its historical significance, its value as a source, and, based on this foundation, we will also present a research on the use of textbooks. This research was undertaken to explore the textbooks used for teaching modern history based on the school records of public secondary schools in Hungary (see Molnár-Kovács, 2019). In total, 10 schools were studied from the second half of the 19th century to the mid-20th century. The results of this research are particularly important because they show that school records are indispensable sources and starting points for attaining comprehensive knowledge of the use of textbooks in the period and for tracing institutional textbook changes over the course of the academic year (see Mészáros, 1988). Furthermore, the data found in the school records concerning the life histories of textbook authors contribute to a detailed understanding of the textbook authors' teaching careers. The data and the parallels and correlations highlighted in the research provide a basis for further research, whereby the main results of the analysis can be compared with data and processes in other Hungarian schools, as well as with national and international data and trends.

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**Keywords:** Pedagogical objects, spatial histories, museum education, travelling teaching aids

#### **'Itinerant Museums': New Zealand Museums' Travelling School Loan Cases**

Frances Jennifer Kelly

University of Auckland, New Zealand

This paper considers the 'itinerant museums' (Pugni, 1939) that travelled out to schools in Aotearoa New Zealand from the metropolitan museums. The school loan case scheme was enabled by a grant in 1938 from the American Carnegie Corporation to enhance New Zealand museums' educational work, in close connection with the training colleges (McQueen, 1942). I trace the circulation of the material objects of the travelling loan cases, or Carnegie cases, and ideas between schools and museums. Although the cases were based on a core design and aligned to national curriculum areas, each set of cases also reflected *local* differences and priorities. Case content was gleaned from the 'vast store' (Guy, 1938) of individual museums shaped by the research activities of curators, the personal collections of education officers (active across scientific and educational communities) and from school pupils who sent in *finds* from local excursions.

sions. The circulation of these objects – which could include Māori taonga – contributed to a close relationship between schools, training colleges and museums from the 1930s. However, the cases also played a role in disseminating among schools scientific ideas within a western epistemological frame – thereby reinforcing the legitimacy of not only western scientific practices but also colonial rule.

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Pugni, A. (1939). 'A Layman Looks On', *National Education*, Vol. 21.



*Keywords:* Outdoor educational technologies, Ideological education, Golan trail, regional curriculum

### **The Use of Outdoor Pedagogical Technologies in a Regional Trail as an Ideological Education Platform**

Anat Kidron

Tel Hai Academic College, Israel

This suggested paper illuminates the using a regional hiking trail which was inaugurated as a regional unification facilitator in 2007, as an ideological-educational platform, in an area suffering from political uncertainty. The paper focuses on the trail as an educational space and as a platform for educational technologies. We looked at the ways outdoors educational technologies were incorporated in educational programs as ideological education in two aspects. A. to facilitate 'landscape normalization' and downplay the political uncertainty by boosting the perception of the Golan as normalized land - geographically, socially and politically; and B. to build local and public solidarity and a sense of spatial-political belonging, which aimed to strengthen a sense of public solidarity, regional identity and pride, and thereby promote a desire to belong to the community and stand-up for it. The study examined the stated goals of the initiators of the trail when it was planned and the local educational activity that developed along with it, with reference to the various groups in the Golan. The study analyzed five educational breadth programs and about 40 study assignments since 2007, the year the trail was inaugurated. We also conducted 18 in-depth interviews with regional education leaders, school principals and teachers. The study found that since the inauguration of the Golan Heights Trail, it has occupied a significant place in the regional education system. Its popularity rests on two bases: the unifying symbolic character and the geographical sequence allowing for continuous outdoor activities. To a large extent, the programs dealt with ideological education - without implementing direct political education.

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## **A1 02.1: School Objects as Educational Devices**

*Session Chair:* **Wiebke Hiemesch**, University Hildesheim

*Keywords:* Nazi-Concentration Camps, Female Education in Poland at the beginning of 20th Century, Clandestine Teaching, Material Culture, Writing

### **Written Traces of Educational Practices. Cultural and Educational Historical Perspectives on School Notes From the Women's Concentration Camp Ravensbrück**

*Prozessspuren von Bildungspraktiken. Kultur- und bildungshistorische Annäherungen an Schülerinnennotizen aus dem Frauen-Konzentrationslager Ravensbrück*



*Abstract (in English):*

The presentation unfolds the history of one pedagogical object, a booklet with notes.[1] The booklet is of outstanding importance because of the extreme inhumane conditions in which it was produced, the Women's Concentration Camp Ravensbrück.[2] The writer put herself in live threatening danger. At the same time, the booklet is formalized in form and content. It can be linked to clandestine teaching organized in the Camp by a Polish, female prisoner group, which is described in detail in memoirs (see Kiedrzyńska 1961; Winska 1985). The booklet is part of a collection of testimonies and objects, that was brought to Sweden in spring 1945 through the efforts of liberated women (see Dahl 2007). The presentation focusses on the notes from a cultural and educational history perspective and connects to material culture studies and artefact analysis (see Lieb 2018; Lueger and Froschauer 2018; Hirsch and Spitzer 2006; Priem et. al. 2012). The booklet thus comes into view as a social and cultural product in its materiality. While in English language there is only the term «writing», Zanetti (2015: 15) distinguishes in his book *Schreiben als Kulturtechnik* [Writing as a Cultural Technique] in German language between writing as fluent process ("Schreiben als Prozess") and writing as persistent process trace ("als Prozeßspur"). My presentation asks: What can be said about educational practices starting with writing as persistent process trace? How were learning processes and educational settings produced despite the extreme conditions of the Camp?

A case describes the booklet in its material condition, its conditions of origin and its engagement into educational practices, as well as the history of archiving and meaning-making. It elaborates, for example, on the notes reference to readings by the teacher Helena Salska in the Camp - four volumes of which have also been preserved. The comparison between schooling-notes and the readings indicates partly word for word correspondences, sometimes the notes differ in level of detail, some parts are repeated, sometimes with different handwriting. With this analysis of the schooling notes as process traces of cultural and educational practices and their contextualization through memoirs, it is possible to approximate the notebook's engagement in educational practices; but the limitation of these practices by the violent conditions of the Camp.

[1] Polish school book made in the Ravensbrück concentration camp, The Polish Research Institute in Lund (PIZ), vol. 29:1, „Witnessing genocide: Experiences of Nazi concentration camps”, Lunds University, <https://www.ub.lu.se/hitta/digitala-samlingar/witnessing-genocide> (alvin-record:158447), see also Hiemesch, 2017)

[2] The presentation is part of the project „Paradoxical Education – Resistance – Surviving. Secret teaching and children's drawings in the Ravensbrück Women's Concentration Camp“, led by Meike S. Baader, University of Hildesheim, funded by the German Research Association, project-number 416725854.

*Abstract (in Language of Presentation) :*

Der Vortrag entfaltet die Geschichte eines pädagogischen Objekts, ein Heft mit Notizen. [1] Die herausragende Bedeutung dieses Heftes begründet sich in seinen extremen Entstehungsbedingungen. Es wurde im Frauen-Konzentrationslager Ravensbrück unter inhumansten Bedingungen gefertigt und geschrieben.[2] Die Schreiberin brachte sich dadurch in Lebensgefahr. Gleichzeitig ist es in Form und Inhalt formalisiert. Das Heft lässt sich einem im Lager im Verborgenen organisierten Unterrichtsangebot der polnischen, weiblichen Häftlingsgruppe zuordnen, das in Erinnerungsberichten näher beschrieben wird (see Kiedrzyńska 1961; Winska 1985). Es ist Teil eines Quellenbestandes, der durch die Anstrengungen von befreiten, weiblichen Häftlingen im Frühjahr 1945 nach Schweden gelangte (see Dahl 2007). Der Vortrag widmet sich den SchülerInnennotizen unter kultur- und bildungshistorischer Perspektive und schließt an Material Culture Studies und die praxeologische Artefaktanalyse an (see Lieb 2018; Lueger and Froschauer 2018; Hirsch and Spitzer 2006; Priem et. al. 2012). Das Heft rückt damit als soziales und kulturelles Produkt in dessen Materialität in den Blick. Während es im Englischen nur den Begriff „writing“ gibt, unterscheidet Zanetti (2015: 15) in seinem Buch *Schreiben als Kulturtechnik* im Deutschen zwischen „Schreiben (als [flüchtigen] Prozess)“ und der „Schrift (als [beständige] Prozeßspur)“. Folglich fragt der Vortrag: Was lässt sich ausgehend von der Schrift als beständige Prozessspur über die sie konstituierenden Bildungspraktiken sagen? Wie wurden den Extrembedingungen des Lagers zum Trotz Lernprozesse und Bildungssettings hergestellt?

In Form einer case-study präsentiert der Vortrag die Ergebnisse der Untersuchung des Heftes in seiner materiellen Beschaffenheit, seinen Entstehungsbedingungen und seiner Eingebundenheit in Bildungspraktiken ebenso wie die Geschichte der Archivierung und Bedeutungszuschreibung. Dabei arbeitet er beispielsweise heraus, dass sich die SchülerInnennotizen auf Lesungen im Lager von der Lehrerin Helena Salskas beziehen, von denen ebenfalls vier Bände erhalten blieben. Der Abgleich zeigt, die Notizen sind teilweise wortwörtlich identisch, mal unterscheiden sie sich in ihrer Detailliertheit, manche Teile wiederholen sich, teils mit unterschiedlichen Handschriften. Mit dieser Analyse der SchülerInnennotizen als Prozessspuren von Kultur- und Bildungspraktiken und ihrer Kontextualisierung durch Erinnerungsberichte, soll annähernd nachvollzogen werden, wie das Heft Bildungspraktiken ermöglichte und mit hervorbrachte; aber auch wie die Praktiken den gewaltsamen Bedingungen des Lagers unterworfen waren.

[1] Polish school book made in the Ravensbrück concentration camp, The Polish Research Institute in Lund (PIZ), vol. 29:1, „Witnessing genocide: Experiences of Nazi concentration camps”, Lunds University, <https://www.ub.lu.se/hitta/digitala-samlingar/witnessing-genocide> (alvin-record:158447), see also Hiemesch, 2017)



[2] The presentation is based on the project „Paradoxical Education – Resistance – Surviving. Secret teaching and children’s drawings in the Ravensbrück Women’s Concentration Camp“, which studies a part of the collection from the perspective of the history of education (funded by the German Research Association, led by Meike S. Baader, University of Hildesheim).

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*Keywords:* Freinet, Movimiento Cooperativo de Escuela Popular (MCEP), cooperation, popular education, Spain

### **The Freinet Movement In Spain (1970-1990): Tools For Cooperation**

*El Movimiento Freinet En España (1970-1990): Herramientas Para La Cooperación*

Alba María Gómez Sánchez

Independent researcher

#### *Abstract (in English):*

Cooperation was a distinctive element of the Freinet movement in Spain or *Movimiento Cooperativo de Escuela Popular* (MCEP – Cooperative Movement of Popular Schooling). The cooperative work of the MCEP teachers took place in two different ways: (i) through cooperative work carried out directly in the classrooms; and (ii) through exchange and sharing with other teachers - Freinetians, for the most part - and local, national or international groups. Cooperation in the classrooms facilitated diversity, flexibility and, in general, the development of alternative processes that served to oppose the traditional Spanish school organization in the 1970s and 1980s. While the development of cooperation or coordination at the local, national and international levels served, on the one hand, to develop concrete actions and, on the other hand, to cooperatively build the foundations of the popular education project of the MCEP. The tools used for cooperation varied depending on the context where they were to be applied. In the school space, the launch of the *cooperative* and *correspondence interscholastic* were two genuine examples of cooperation. Both tools were a form of school renewal and promoted the development of critical thinking in students and the exercise of democracy in the classroom. Outside the school space, the *correspondence* between teachers functioned as a primitive mechanism of cooperation that triggered the first group actions and reflections of the MCEP. Introduction of *newsletter* streamlined the coordination of work among educators who were already applying some of the Freinet techniques. The *stages* and, later on, the *congresses* and various *national and international* or *assemblies* open to citizen participation were other key cooperation tools in the construction of the popular education project, as were the journals: *Al vuelo* - internally distributed - , *Colaboración* - nationally distributed - and some others belonging to the different Groups Territorial (GGTT) of the MCEP - v. gr.: *Batec* or *Freixenet*.

This research work proposes, on the one hand, to delve into the different tools for cooperation used by the MCEP in the period 1970-1990 and, on the other hand, to study the role that cooperation played in the popular education project of the MCEP. The documentary sources that have made this work possible are original and belong to the internal archive of the Spanish Freinet movement. Among other things, the tools for cooperation developed by the MCEP enabled a constant flow of communication between teachers and other education professionals, and also facilitated a regular exchange between schoolchildren and other groups in tune with the popular education project - v. gr.: the Spanish labour movement, the neighbourhood associations or the groups of parents. In addition, the tools for the cooperation of the MCEP were key when it came to specifying the pedagogical, social and political actions that made up the popular education project. All of which allowed an authentic school renewal and, in some cases, the transformation of the community environment.

*Abstract (in Language of Presentation) :*

La cooperación fue un elemento distintivo del movimiento Freinet en España o el Movimiento Cooperativo de Escuela Popular (MCEP). La labor cooperativa de los maestros del MCEP se concretó de dos formas distintas: (i) a través del trabajo cooperativo realizado directamente en las aulas; y (ii) a través del intercambio y puesta en común con otros maestros –freinetianos, en su mayoría– y grupos del ámbito local, nacional o internacional. La cooperación en las aulas facilitó la diversidad, la flexibilidad y, en general, el desarrollo de procesos alternativos que sirvieron para hacer frente a la organización escolar tradicional de la España de los años setenta y ochenta. Mientras que el desarrollo de una cooperación o coordinación a nivel local, nacional e internacional sirvió, por un lado, para desarrollar acciones concretas y, por otro lado, para construir cooperativamente las bases del proyecto de escuela popular del MCEP. Las herramientas utilizadas para la cooperación variaron en función del contexto donde se fueran a aplicar. En el espacio escolar, la puesta en marcha de la *cooperativa* y la *correspondencia interescolar* fueron dos ejemplos genuinos de cooperación. Ambas herramientas fueron una forma de renovación escolar e impulsaron el desarrollo del pensamiento crítico de los estudiantes y el ejercicio de la democracia en el aula. Fuera del espacio escolar, la *correspondencia* entre maestros funcionó como un mecanismo primigenio de cooperación que desencadenó las primeras acciones grupales y reflexiones del MCEP. Las *hojas informativas* agilizaron la coordinación del trabajo entre los educadores que ya aplicaban algunas de las técnicas Freinet. Los *stages* y, más adelante, los *congresos* y distintos *encuentros nacionales e internacionales* o las *asambleas* abiertas a la participación ciudadana fueron otras herramientas de cooperación clave en la construcción del proyecto de escuela popular, así como lo fueron también los boletines: *Al vuelo* –de difusión interna–, *Colaboración* –de difusión nacional– y algunos otros pertenecientes a los distintos Grupos Territoriales (GGTT) del MCEP –v. gr.: los boletines *Batec* o *Freixenet*–. Este trabajo de investigación propone, de una parte, profundizar en las distintas herramientas para la cooperación que utilizó el MCEP en el período 1970-1990 y, de otra parte, estudiar el papel que representó la cooperación en el proyecto de escuela popular del MCEP. Las fuentes documentales que han posibilitado esta labor son originales y pertenecen al archivo interno del movimiento Freinet español. Entre otras cosas, las herramientas para la cooperación desarrolladas por el MCEP posibilitaron un flujo de comunicación constante entre maestros y otros profesionales de la educación, y, también, facilitaron un intercambio regular entre los escolares y otros grupos en sintonía con el proyecto de escuela popular –v. gr.: el Movimiento Obrero, las Asociaciones de Vecinos o el colectivo de padres–. Además, las herramientas para la cooperación del MCEP fueron clave a la hora de concretar las acciones de corte pedagógico, social y político que conformaron el proyecto de escuela popular. Todo lo cual permitió una auténtica renovación escolar y, en algunos casos, la transformación del entorno comunitario.

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*Keywords:* Movimento di Cooperazione Educativa, Célestin Freinet, school typography, class newspaper, full-time school

**The Class Newspapers of the Nino Costa Full-Time Primary School in Turin (1965-1975)**

Daide Allegra

University of Bari «Aldo Moro», Italy

The introduction of typography in primary schools was initially promoted by the French teacher and pedagogue Célestin Freinet, from the 1920s onwards, and had significant developments in Italy after World War II by members of the *Cooperativa della Tipografia a Scuola*, the teachers' association that later adopted the broader name of *Movimento di Cooperazione Educativa* (from here on MCE). The typographic tools, which originally included only "the press, the composites and a small box of characters" (Élise Freinet 1949), acquired extraordinary educational relevance because of the specific use that was proposed in the classroom: they were, in fact, interpreted as the preeminent lever to undermine the traditional school model, based on the transmission of preformed notions through the authority of the teacher. On the contrary, the aim of the didactic techniques associated with typography, such as free text, inter-school correspondence or

class newspaper, was to implement the key principles of pedagogical activism, placing the child at the center of school life and enhancing his or her creative activity, unique cultural experience and aptitude to cooperate within the class community (Célestin Freinet 1937 and 1946; Ciari 1961; Pettini 1968).

A similar pedagogical and didactic approach to the tools for composing and reproducing texts, in their various technological evolutions, will be reconstructed through a detailed analysis of the class newspapers produced between 1965 and 1975 by the pupils of teacher Daria Ridolfi at the *Nino Costa* primary school, located in Turin's working-class Vallette district. These documents, which have recently been deposited at the *Istituto Piemontese per la Storia della Resistenza e della Società Contemporanea (Istoreto)* and have not yet been fully examined from an historical perspective, are particularly meaningful as they shed light on one of the first full-time primary school experiments to be introduced in Italy, thus anticipating and creating the conditions for the approval of the Law 820 of 1971. The full-time school, supported by the teachers of the MCE and effectively represented by Luigi Comencini in the television documentary *I Bambini e Noi* (Comencini 1970), was in fact the fertile ground for an original application of the Freinet techniques, as well as the occasion for a global rethinking of the way of doing school, according to the aspiration of many teachers and pedagogists involved (De Bartolomeis 1972; Ciari 1973; Alfieri e Alfieri-Dina 1974). The essay is part of a three-year research project, focused at reconstructing the case of the introduction of full-time school in Turin. The project aims to recover a precious heritage of experiences, contributing to fill the gaps in the secondary literature on the subject and promoting an inter-generational exchange between teachers, on the model of the public history of education (Bandini-Oliviero 2019). The research will benefit both from the consultation of the documents that have recently been deposited in the archives of *Istoreto* by about twenty Turin teachers of the MCE as well as from a collection of oral testimonies, whose potential in the field of educational history has recently been recognised (Gardner 2003; Bandini 2017).

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*Keywords:* Education, reception, philanthropy

### **Philanthropic Elements in Hungarian Education in the 19th Century**

*Philanthropische Elemente im ungarischen Bildungswesen des 19. Jahrhunderts*

Irén Virág

Eszterhazy Karoly Catholic University, Hungary

#### *Abstract (in English):*

My research on the educational ideas of philanthropism in Hungary was based on the assumption that the ideas of the Enlightenment lived on in Hungary until the 1830s. At that time, the educational ideals of Locke, Rousseau, Pestalozzi and Herder were very popular, but the ideas of philanthropism (Basedow, Campe, Trapp, Salzmann) and neo-humanism were also widespread. The pedagogical ideas of philanthropism in the professional literature can be associated mainly with Sámuel Tessedik, Gergely Berzeviczy and Teréz Brunszvik, but the contemporary translations of the works of Salzmann and Campe prove that the pedagogical influence of philanthropism was widespread in a broader context. There were several pedagogues and educators of Hungarian origin who attended the Philanthropina or also worked there for some time. I wanted to find out in which specific areas and in which form the philanthropic concept can be captured in Hungarian education. Therefore, I conducted historical research, using the traditional methods of historiography and the history of education, as well as the analytical (deductive) research strategy. In doing so, I examined the education of men and women

in the first half of the 19th century, and I explored the question of which educators and pedagogues exhibited philanthropic traits in their writings or work. Finally, I looked at educational practice and then briefly at the Hungarian translations of philanthropic authors. Philanthropism did not succeed in reforming the German school system of the time, but it shaped pedagogical thinking during its short existence. The pedagogical writings of the philanthropists drew attention to important educational issues and problems and gained lively and unprecedented public attention in various educational fields. The process of the formation of the bourgeoisie in Hungary took place later, but the ideas of the philanthropists also found their way into pedagogical thinking and writing in Hungary and were thus also accessible to Hungarian readers.

*Abstract (in Language of Presentation) :*

Meiner Forschung über die pädagogischen Ideen des Philanthropismus in Ungarn lag die Annahme zugrunde, dass die Ideen der Aufklärung in Ungarn bis in die 1830er Jahre weiterlebten. Damals waren die Erziehungsideale von Locke, Rousseau, Pestalozzi und Herder sehr populär, aber auch die Gedanken des Philanthropismus (Basedow, Campe, Trapp, Salzmann) und des Neo-Humanismus waren verbreitet. Die pädagogischen Ideen des Philanthropismus in der Fachliteratur können vor allem mit Sámuel Tessedik, Gergely Berzeviczy und Teréz Brunszvik in Verbindung gebracht werden, aber die zeitgenössischen Übersetzungen der Werke von Salzmann und Campe beweisen, dass der pädagogische Einfluss des Philanthropismus in einem breiteren Kontext verbreitet war. Es gab mehrere Pädagogen und Erzieher ungarischer Herkunft, die die Philanthropina besuchten bzw. auch für eine gewisse Zeit dort arbeiteten. Ich wollte herausfinden, in welchen spezifischen Bereichen und in welcher Form das philanthropische Konzept im ungarischen Bildungswesen erfasst werden kann. Deshalb habe ich eine historische Forschung durchgeführt, wobei ich die traditionellen Methoden der Geschichtswissenschaft und der Bildungsgeschichte sowie die analytische (deduktive) Forschungsstrategie anwandte. Dabei habe ich die Bildung von Männern und Frauen in der ersten Hälfte des 19. Jahrhunderts untersucht und ich bin der Frage nachgegangen, welche Pädagogen und Erzieher in ihren Schriften oder in ihrer Arbeit philanthropische Züge aufweisen. Abschließend habe ich mich mit der pädagogischen Praxis und dann kurz mit den ungarischen Übersetzungen philanthropischer Autoren beschäftigt. Dem Philanthropismus gelang es nicht, das damalige deutsche Schulsystem zu reformieren, aber er prägte das pädagogische Denken während seines kurzen Bestehens. Die pädagogischen Schriften der Philanthropen lenkten die Aufmerksamkeit auf wichtige Bildungsfragen und -probleme und erlangten eine lebhaft und beispiellose öffentliche Aufmerksamkeit in verschiedenen Bildungsbereichen. Der Prozess der Herausbildung des Bürgertums in Ungarn vollzog sich später, aber die Ideen der Philanthropen fanden auch in Ungarn Eingang in das pädagogische Denken und Schreiben und waren somit auch ungarischen Lesern zugänglich.

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## **A2 02.1: Teaching Tools and Gender**

*Session Chair:* [Xiuxia Liu](#), Sichuan Normal University

*Keywords:* educational complex of girls, Hungary, Congregation of Notre Dame, 19-20th centuries

### **Role of the Order of Notre Dame in the Development of Southern-Hungarian Girls' Education**

*Die Rolle der Augustiner-Chorfrauen in der Mädchenerziehung von Süd-Ungarn*

[Zsuzsanna Mária Takács](#)

University of Pécs, Hungary

*Abstract (in English):*

Out of the Hungarian schools of the Order of Notre Dame founded at the end of the 16<sup>th</sup> century, the convent of Pécs in the southernmost part of Hungary was unique in the region, and the presentation wishes to introduce, in connection with this convent, the development process that the establishment of this educational institution meant between 1851 and 1907, from the elementary school through the secondary female teacher training to the girls' secondary grammar school established at the beginning of the 20<sup>th</sup> century. The Female Congregation of Notre Dame (Congregatio a Domina Nostra Canonissarum Regularium Ordinis Sancti Augustini) was founded in 1597 by Saint Peter Fourier, the parish priest



of Mattaincourt in France and Blessed Alix Le Clerc, and with this they became pioneers of the institutionalized girls' education in their homeland. The Order was invited to Hungary with the collaboration of Maria Theresa. The first nuns arrived in Bratislava in 1743 from the monastery of Regensburg, which was founded as the 80<sup>th</sup> convent in Europe. The nunnery in Pécs was established under the guardianship of Queen Maria Anna, the wife of Emperor Ferdinand V. The nuns of the Congregation settled in Pécs in 1851, at the invitation of János Scitovszky, Bishop of Pécs, later the Primate of Esztergom, and founded a girls'school next to their nunnery. The nuns established over the course of the next couple of decades one of the most important educational institutions of the city in the area where several other nationalities (Hungarian, German, Croatian) lived. In my presentation I am going to present the establishment of this educational complex, its outer and inner construction suitable for the modern expectations of that era, as well as the education system going on there, based on primary sources that remained about the institution. How the members of the Order formed their institution during the changes of the current Hungarian educational policy and social needs at the turn of the 19<sup>th</sup> and 20<sup>th</sup> centuries. I would like to present the boarding school of girls that accepted students from every part of the Austro-Hungarian Empire and so the students, when arriving home with the knowledge gained there, became members of the given community in the various fields of life.

*Abstract (in Language of Presentation) :*

Dieser Vortrag möchte die Schulen vom Orden der Augustiner-Chorfrauen in südlichsten Teil des Ungarischen Königreiches vorstellen. Die Nonnen haben in dieser Region, in der Stadt Pécs ein beispielloses Schulkomplex für Mädchen (Elementarschulen, Lehrerbildungsanstalt, Gymnasium) zwischen 1851 und 1907 errichtet. Im Jahr 1597 Alix Le Clerc gründete mit Hilfe von Pierre Fourier in Mattaincourt (Lothringen) eine neue Gemeinschaft zur Erziehung der weiblichen Jugend. Sie waren die Augustiner-Chorfrauen, Congregatio a Domina Nostra Canonissarum Regularium Ordinis Sancti Augustini. Als zusätzliches viertes Gelübde versprachen die Schwestern, sich um die Erziehung der armen Mädchen zu kümmern. Im 1628 wurde der Orden der Augustiner Chorfrauen kirchlich anerkannt und im 17-18. Jahrhundert wurden zahlreiche Tochterklöster in Frankreich und Deutschland errichtet. Das erste Kloster in Ungarn entstand 1743 in Pozsony/Pressburg/Bratislava. Die Nonnen kamen aus Regensburg und die Stifterin war Maria Theresia (Erzherzogin von Österreich und Königin von Ungarn mit Kroatien und Böhmen, 1740–1780). In Süd-Ungarn gab es nur kleine Privatschulen für Mädchenbildung in den nächsten 100 Jahren, deswegen János Scitovszky, der Bischof von Pécs (später Erzbischof von Esztergom) suchte Frauenorden, die schon in Ungarn lebten – die Ursulinen und die Augustiner Chorfrauen hatten schon Kloster in Pozsony/Bratislava. Grundsteinlegung des Klosters wurde im 1847 und die Hauptpatronin war Königin Maria Anna, die Frau vom Ferdinand I. (als Kaiser) und V. (als König von Ungarn und Kroatien). Die Eröffnung des Klosters und der Elementarschule von den Nonnen war im 1851 und in den nächsten 50 Jahren haben sie das grösste Schulkomplex für Mädchen in der Region, wo die Ungarn, Ungarndeutschen und Kroaten bis heute zusammenleben aufgebaut. In diesem Vortrag wird die Errichtung dieses Schulsystem aufgrund der Primärquellen der Schule vorgestellt. Wie konnten die Augustiner-Chorfrauen neben ihrem Kloster in den zweiten Hälfte des 19. Jhs. ein modernes Schulgebäude aufbauen, mit ihrem Schulsystem, Curriculum zum aktuellen ungarischen Erziehungspolitik und gesellschaftlichen Ansprüchen passen in der Jahrhundertwende. Es wird ein weibliches Institut vorgestellt, in dem die Schülerinnen aus dem ganzen Teil der Österreichischen-Ungarischen Monarchie gelernt haben und diese Mädchen, als sie ihr Studium beendet haben und heimkehren konnten, wurden mit diesen Kenntnisse zu den Mitglieder vom ihren vielfältigen Gemeinschaftsleben.

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*Keywords:* textbooks, history of school, tradition, content, didactic

**History Textbook of the Dominican Sisters of Saint-Pré : Study of a Différent Kind of Contemporary Textbook**

*Précis D'histoire Des Soeurs Dominicaines de Saint-Pré. Etude de Cas D'un Autre Type de Manuel Contemporain*

Fabien Aignan

Aix-Marseille Université, France

*Abstract (in English):*

The Dominican Sisters of the Holy name of Jesus and the heart of Mary of Saint-Pré, based at La Celle, near Brignoles in south France, are a religious order managing schools out of contracts with the state. These institutions aim to convey a

catholic education, opposed to the official one provided by public or under contracts schools. Their status authorize them to forgo national programs. With the Brotherhood Saint-Pie X, the Saint-Pré Dominican Sisters created textbooks (Perrin, 2019) to be used as secondary education schoolbooks. These five History textbooks cover all eras from Antiquity to the 90's are intended to students through all of secondary school. Stopping at the 90's seems to ensue from the first edition of these books, started in the 80's. These institutions being free of any association with the State, its contents and methods lead us to question these books, as educational tools, in their structures and narratives. How does the specific orientations of these education shows in the books ? We will not talk about how they can be used in the difficult to access classrooms. We will first base our study on the scale of didactic codetermination (Aignan, 2018), and the grid it offers, to put into light the different conditions and constraints weighing on the diffusion of historical representations in this particular case. The books structure is particular. We see in the same time a linear narration focused on France, and a few chapters approaching other geographical areas or specific objects, like music or church. In the same way, their economy differs from the distinctive two-pages organisation of the current textbooks (Baquès, 2007). Textual discourse is central, while pictures only have an illustrative purpose, or context clarification in the case of maps. Iconography Analysis comfort the orientations of the writers and their traditionalist trend through notably the highlighting of royal figures. By studying the representation of the late modern history, we will try to show how the model of the books, the development and contents choices demonstrate a singular theory of History and its teaching. Textbooks, beyond simple tools of knowledge diffusion in classroom, are impacted by their surrounding ideologies and constraints.

*Abstract (in Language of Presentation) :*

Les sœurs dominicaines du Saint-Nom-de-Jésus et du Cœur-de-Marie de Saint-Pré, dont le siège se situe à La Celle, près de Brignoles, sont une congrégation religieuse qui gère plusieurs écoles privées hors contrats. Ces institutions veulent transmettre une éducation catholique à rebours de l'enseignement dispensé dans les établissements publics et sous-contrats. Leur statut leur permet de ne pas être contraints par les programmes nationaux. Associées à la Fraternité Saint-Pie X, les dominicaines de Saint-Pré ont composé des livres scolaires (Perrin, 2019) qui ont vocation à servir de manuels pour le secondaire. Ces cinq précis d'histoire couvrent toutes les périodes depuis l'antiquité jusqu'aux années 1990 et sont écrits à destination des élèves de la sixième à la terminale. Le choix de s'arrêter à 1990 semble dicté par la première édition de ces ouvrages qui s'engage dans les années 1980. Le fait que ces établissements s'inscrivent en dehors de toute association avec l'état, de ses contenus, mais aussi de ses méthodes nous conduit à nous interroger sur ces livres, comme technologie de l'éducation, tant à travers leurs structures que leurs récits. Comment s'expriment les orientations particulières de cet enseignement dans les manuels ? Nous n'aborderons pas l'usage qui peut être fait de ces manuels dans les classes difficiles d'accès. Tout d'abord, nous nous appuierons notamment sur l'échelle des niveaux de codétermination didactique (Aignan, 2018), et la grille qu'elle propose, afin de mettre en lumières les différents jeux de conditions et de contraintes pesant sur la diffusion des représentations historiques dans ce cadre précis. La structure des ouvrages est singulière. Nous croisons à la fois une narration linéaire focalisée sur la France et quelques chapitres abordant d'autres aires géographiques ou des objets particuliers, comme la musique ou l'église. De la même façon, leur économie tranche avec le découpage en doubles pages qui caractérise les manuels actuels (Baquès, 2007). Le texte du cours est central alors que les images ne possèdent qu'un rôle d'illustration ou de précision du contexte, pour les cartes. Une analyse de l'iconographie conforte l'orientation des autrices et du courant traditionaliste à travers la mise en avant des figures royales, notamment. En nous attachant à l'étude de la représentation de la période contemporaine, nous tâcherons de montrer comment la maquette des ouvrages, le développement et les choix de contenus rendent compte d'une théorie singulière de l'histoire et de son enseignement. Les manuels, au-delà d'être de simples outils technologiques pour la diffusion des savoirs dans les classes, sont marqués par les idéologies et l'ensemble des contraintes qui les entourent.

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*Keywords:* Lie Nuzhuan, the Female Imaginary, Song Dynasty and Ming Dynasty, The Jian'an Yu's Qinyoutang version, the Huang Jiayu's edition

**A Study on Female Education and Its Changes from the Song to Ming Dynasty  
— Taking the *Lienü Zhuan* of Jianan Yu's Qinyoutang and Huang Jiayu's version as examples**

Xiuxia Liu<sup>1</sup>, Xiaotian Hu<sup>2</sup>

<sup>1</sup>Sichuan advanced Institute of Culture and Education, Sichuan Normal University, Chengdu, China;

<sup>2</sup>Department of continuing education, Shanghai Customs College, Shanghai, China

**Background:** During the developing era of the Chinese Empire, from the Song Dynasty to the Ming Dynasty, female education was considered to promote women in marriage markets. Further, basic literacy, moral education, and womanly works, f.x. Homespun or fabricating were the essential parts of education practice. As a widely accepted female education textbook by all social classes, *Lie Nüzhuān* (*Exemplary Women of Early China: the Lienü Zhuan of Liu Xiang.*) started to add illustration pictures. These radical changes were supported by the development of printing and papermaking technology and the emphasis on female education in domestic and national everyday life. Theoretical framework: this research draws the actor-network theory and gender theory to explore the deeper meaning of the illustration images (Fenwick & Edwards, 2010, 2012; Latour, 2005; Latour & Woolgar, 1986; Law, 1993, 1999; Mol, 2010; Mulcahy, 2011). The materiality of learning derives from ANT and provides an in-depth understanding of the transitions and continuations of female education in ancient China (Kirsch & Mitchell, 2004; Meskell et al., 2005; Sørensen, 2009). Illustrated images were materialized and produced within the political ideology, becoming the knowledge entity that generations can deliver. The gender theory provides an alternative consideration in exploring the invisible details hidden by the grant narrative of male-dominated educational history.

**Research methods:** this research employs visual analysis (Bohnsack, 2009; Ramvi et al., 2018; Ding, 2019). The illustration pictures were collected from two editions of *Lie Nüzhuān*, Jian'an Yu's Qinyoutang edition in the Southern Song Dynasty (1127-1279) and Huang Jiayu's edition in the Wanli Period of the Ming Dynasty (1368 – 1644): firstly, Identify all the components and themes in the images. Researchers focus on what is painted in the pictures as all illustration pictures from both editions are listed in Excel with related texts from the textbook and different items, e.g. figures, houses, soldiers, emperors, etc., identified by researchers. This is the process of destruction of the illustration pictures. Secondly, Fabricate into an image constellation. the part of each picture was carefully cut off, and combine into a image constellation. This is the process of understanding how the figures in the picture practice their everyday life. Thirdly, Intertextuality analysis between image constellation and the text. Researchers listed the image constellation to the text to explore the intertextuality between the image and the exact text. This is the process of exploring how meanings are produced in different dynasties.

**Findings:** This paper conducts a comparative study on them and finds some familiar and different points. There is one common point: the female image illustrations of the two editions meet the needs of women's aesthetics of the corresponding time, which improves Female educational effectiveness. The different points lie in four aspects.

First, re-define the purpose of women's education: The Ming Dynasty's Female education tried to strengthen the imperial power and be committed to maintaining the countries' order. Compared with Yu's version, Huang's version has several changes. More women kneeling in front of the emperor and government officers travel with more entourages inside of the Illustrates, which further highlights the power of the king, and the status of women has declined. In obedience and obedience, women gain the dividends in the so-called «frame society» and «patriarchy system.» The premise of governing the country is to manage the family well. Moreover, the mother's family status has improved. In the mother-child relationship, compared to Yu's Version, the number of children kneeling to the mother has increased in Huang's version, which means the mother has played a more critical role in family education. The return of the Ming Dynasty to the Han and Tang Dynasties has realized a new understanding of the connotation of filial piety. Emphasize the destiny theory of imperial power (Raphals, 1998). Second, expand the content of women's education: the Ming Dynasty's female education emphasize inner virtues. Yu's version mainly focuses on explicit educational content, such as emphasizing weaving, cooking, and other behaviors. Huang's version transforms it into the study of inner individual moral cultivation and strengthens female moral cultivation such as obedience and chastity: obedience and chastity Ming Dynasty was honored. Third, the image of women's education methods: the Ming Dynasty's female education further affirms women's reading and writing behaviors. Yu's version has no pictures of women directly reading and learning. However, the illustrations in Huang's version add the content of women's direct reading and writing, indicating that the world recognized the phenomenon of women's learning of cultural knowledge in the Ming Dynasty. At the same time, those illustrations set an example for women to learn cultural norms at those times (Liu, 2014; 巫鸿 (Wuhong), 2019). Fourth, set the orders of women's education: The Ming Dynasty's female education pays more attention to shaping positive role models and plays down the negative influence of evil characters in the Ming Dynasty. Yu's version still has drawings of wicked women, but Huang's version of wicked women almost disappeared.

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*Keywords:* Novel, education, fascism, literature, propaganda.

### **The Bildungsroman in the Fascist Period and The Emblematic Case of «Bagliori»**

Jessica Pasca

University of Palermo, Italy

In children’s literature, the term «bildungsroman» refers to a literary genre whose protagonists are subjects in growth and in search of themselves and of the way to go in order to fulfill themselves. The events of these novels are articulated as initiation rites, through which the protagonist experiences transformations by entering a social reality with a completely new status. In addition to the reality of the country, fascism also manipulated the bildungsroman. In fact, starting from the 1930s, when Mussolini consolidated his power, many writers began to think about the possibility of writing novels that fully reflected the ideals of the regime. The latter used the intentionality and purposes of the bildungsroman’s novel by mediating it towards a “fascist bildungsroman”. The protagonists were always young men, whose individual history was linked with the collective history and whose personality was often stereotyped: a young boy, often an orphan and raised in a disadvantaged economic context, willing to fight for the good of the nation. The typical aspect of these novels was that the story of the protagonist unfolded in a context characterized by real historical moments and his growth always takes place within a complex scenario. These events are presented as necessary for the maturation of the young characters and which are experienced with extreme courage. One of the most emblematic bildungsroman is undoubtedly *Bagliori*, written by Felice Carosi and published for Mondadori in 1941. It was a narration dedicated to the education of the young fascist through the story of historical events that really happened. The protagonist, Berto, is in fact a young man from the social class of the rural proletarians, born in the countryside of Lazio. His stories are set in the historical period between the red two-year period (1919-1920) and the march on Rome (October 28, 1922) and testify to the encounter between the protagonist and the fascist world presented as the protector of ordinary people. Therefore, there is no mistake in believing that this novel was intended to entice young people to participate in a war from which Fascist Italy was to emerge victorious and strong. A destiny that had to be experienced as inevitable and deserved. *Bagliori* represents a novel, therefore, which in addition to being framed as a bildungsroman, was of evident propaganda, the aim of which was to instill in children the value of war and sacrifice, motivating them to defend their nation and fascism, even at the cost of losing their own life and their loved ones.

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## A6 02.1: PREFORMED PANEL

### Educational Writings as Travelling Objects between the West and the East

*Keywords:* educational object, female educator, inspecting tour, mutual understanding, Japan, Britain, USA, China

*Session Chair:* **Joyce Goodman**, University of Winchester

This panel aims to examine cultural and social dimensions of educational exchange between the west and the east in modern world through the lens of travelling educational objects. The objects we focus on are educational writings produced and reproduced by Japanese, British, and American educators which travelled across national borders at the turn of the twentieth century. Since the Meiji Restoration (1867), the Japanese government made great efforts to «civilize» the nation with Western culture and industry. To do so they adopted three methods: employing Western intellectuals and engineers at universities and public agencies, sending Japanese students and educators to study abroad in Western countries, and translating Western scholarly books into Japanese and publishing them in Japan. A variety of educational thoughts and teaching methods produced in Western countries were introduced to Japan via academic books, school textbooks, teaching manuals, and other media. They travelled long journey over the Pacific Ocean and accepted by Japanese educators to shape characteristics of Japanese education from modern times to the present. Some were written by Japanese female teachers after returning from their inspection tours in European countries and published in Japan to disseminate Western style of education among Japanese women. Others are written by Western educators and philosophers during their travels in Japan and China. A few were published in two languages, English and Japanese, to advance the international exchange of education between these countries. We analyze the processes of the production, reproduction, and circulation of these writings to illustrate some of the complicated and entangled aspects of educational transfer between the West and the East in the early twentieth century.

Kagawa discusses three Japanese books produced, reproduced and circulated by Utako Shimoda, an influential educator in modern Japan. They were written after her inspection tour of women's education in Western countries, and one was translated into Chinese to diffuse her idea of 'Wise Mother and Good Wife' among Chinese students. In analyzing these travelling objects, Kagawa illustrates how Shimoda's educational practice entangled the Japanese ideal of virtue with Western intellectual thought, in the national and transnational context.

Nakagomi aims to re-read Sumi Ōe's educational writings as travelling objects to uncover the decontextualization and recontextualization of transferred concepts (female education in general, domestic science and a Western lifestyle), through her transnational study abroad experience in the UK and Europe. The presentation will clarify how Ōe and her writings served as the intermediary of cultural transfer both as a non-state actor and as a state actor during and after her study abroad.

Yamasaki focuses on lectures and texts, travelling via a transnational network of three key figures: Elizabeth Hughes, Tetsu Yasui and Millicent Mackenzie. Hughes' lectures were published as bi-lingual texts, Yasui's letters from England and Wales circulated in print, as did Mackenzie's book on educational freedom. She examines how Yasui's principles of 'personalism, reproduced through transnational networks and circulation, distinctively marked her presidency of Tokyo Woman's Christian University, 1923-1940.

The traveling objects that Sato focuses on in his presentation are the five essays written by John Dewey during his travels in Japan and China between 1919 and 1921. Their common theme is the possibility of mutual national understanding beyond the East and West. Tsurumi Kazuko, a Japanese woman philosopher and sociologist, realized earlier the significance of his writings, which have provided a forum to continue contemplating the meaning and realization of international understanding and cooperation.

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*Presentations of the Panel*

**Writings by Utako Shimoda, as Travelling Objects of Women's Education between Japan, Britain, and China**

**Setsuko Kagawa**  
Tsuda University

The objects I focus here are three Japanese books 'Domestic Science (1893)', 'Life and Custom of Western Women' (1899), and 'Observation on Home Education in Western Countries' (1901), which I use to examine the thoughts and practices of Utako Shimoda (1854-1938), an influential educator and prolific writer in modern Japan. These writings are 'travelling objects', produced, reproduced, and circulated by Shimoda as a result of her inspection tour of women's education in Western countries from 1893 to 1895. The latter two demonstrate what she saw and thought there with a Japanese woman's eyes. 'Domestic Science' was originally written for her students in the Peeresses' school, revised in 1900 with a new look on the Western society, and finally, translated into Chinese in 1904 to diffuse her educational thoughts among Chinese Women. Born into a Samurai family in the end of the Edo era, Shimoda was educated privately in the Chinese classics and Waka (traditional Japanese poem). After serving the Empress in the court for several years, she started her teaching career at her private school, and shortly after was appointed the assistant principal of Peeresses' School, a prestigious and authoritative position in Meiji society. Shimoda's visit to Western countries, supported by the Ministry of the Imperial Court, was the first attempt of the Meiji government to send a female educator abroad. She travelled many countries; France, Germany, Italy, Switzerland, Sweden, Canada, and the U.S. However, more than half of her overseas life was spent in Britain, where she looked at education in schools and the home as well as the living conditions of the people. She was profoundly moved to find that middle-class mothers were educated so that they could manage and educate children in the home in their own right. She feared the possibility that the prosperity of the British Empire might invade Asian countries. I use the three books to argue that Shimoda's idea of 'Kenbo Ryosai (Wise Mother and Good Wife)', complicated and entangled the Japanese ideal of virtue with Western intellectual thought in the national and transnational context and I contest the stereotype of Shimoda as an intolerant nationalist and highly conservative educator, by examining the Western influence on her idea on women's education and women's role in the family and in society. After returning to Tokyo, Shimoda launched many businesses to support Japanese women: Teikoku Fujin Kyokai (Imperial Women's Association), one of the first women's voluntary associations in Japan. She also founded girls' secondary and technical schools, Jissen Girls' School and Jissen Art school. Furthermore, she organised educational exchanges with China, by receiving Chinese students into Jissen Girls' School, sending Japanese female teachers to China, and establishing a publisher in Beijing to make a Chinese version of 'Domestic Science' travel beyond the national border of Japan.

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## Sumi Ōe's transnational experience in UK and Europe: Seeing educational writings as travelling objects 1902-1906

Sayaka Nakagomi  
Rikkyo University

This presentation aims to re-read Sumi Ōe's (1875-1948) educational writings, "Sumi Miyakawa's Reports of Study Abroad and Related Documents. January 1903 - August 1906" ("Reports"), as travelling objects to uncover the decontextualization and recontextualization of the transferred concepts, female education in general, domestic science and Western lifestyle, through her transnational study abroad experience in UK and Europe. Sumi Ōe (née Miyakawa) is a well-known Japanese female educator who had contributed to the development of Japanese female education in the first half of the 20th century. She attended Battersea Polytechnic, London to study domestic science as one of the government-funded students (1902-05) and extended her stay by private means to study public health at Bedford College, London (1905-06). After her return to Japan, she was appointed the Professor of Domestic Science at the government-funded Tokyo Higher Normal School for Women (THNSW). In 1925 Ōe resigned her post and established her own school, Tokyo Kasei Gakuin (TKG: 'the School of Domestic Economy, Tokyo'). Introduction of domestic science into Japanese female education is one example of the contribution made by a transnational woman in the process of cultural transfer. Ōe served as the intermediary of cultural transfer both as a non-state actor and as a state actor during and after her study abroad. She started her study abroad as a government-funded student and served as the Professor of THNSW after her return to Japan. At the same time, she privately participated in international & domestic Christian activities and promoted the introduction of a new Western lifestyle to the general Japanese public.

While Ōe's transnational experience as the intermediary of female education had been constantly reported back to Japanese Ministry of Education through "Reports", existing literature had paid less attention to the source itself. Firstly, the major source of analysis used to examine Ōe's study abroad experience had been her book, *Sambo-Shugi: Nyoubou, Seppou and Reppou* [Three-bou-ism: Wives, Religion and Guns] (1911), or her biography published by her school, Tokyo Kasei Gakuin, in 1978. Secondly, when scholars made comparisons between educational experience and intentions of Ōe and other female study abroad students, there were less reference to material and physical conditions during their study abroad. Thirdly, Ōe's transnational study abroad experience had been examined rather independently and separately from those of male government-funded study abroad students of the same period. Looking at works on such male study abroad students will cover the unreported experience of Ōe during her study abroad. To examine Ōe's educational writings as travelling objects, this presentation will: 1) briefly introduce Ōe's biographical and educational background before her study abroad to UK and Europe, 2) place Ōe's transnational experience in the context of government-funded study abroad system, 3) examine the decontextualization and recontextualization of the transferred concepts, female education in general, domestic science and Western lifestyle, in Ōe's "Reports", and 4) make comparison between "Reports" and other educational writings.

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## Reproduction and Circulation of Concepts and Practices between the UK and Japan

Yoko Yamasaki

Mukogawa Women's University

Objects here are lectures and texts, observations of classroom practice, travelling via a transnational network of three key figures: Elizabeth Hughes (1851-1925), Millicent Mackenzie (1863-1942) and Tetsu Yasui (1870-1945). Objects circulated and reproduced include Hughes' lectures published as bi-lingual texts (Hughes 1901), Yasui's letters from England and Wales (Yasui 1965), and Mackenzie's discourse on educational freedom (Mackenzie 1924). Hughes was the first principal of Cambridge Training College for Women (CTCW), founded in 1885 to prepare teachers for girls' secondary schools. Mackenzie, after Moravian schooling in Switzerland, and study at University College of Bristol 1879, took an interest in democracy, and in various social activities, encouraged the principle of co-operation. In 1888 she became a student of CTCW. Having obtained the Cambridge Teacher's Certificate, she formed a lasting friendship with Hughes. Lecturing in teacher training in Cardiff, she gained a Scholarship to report on training of teachers in the USA, 1893, discovering the influence of Pestalozzi, which had largely died out in Britain.

Yasui, a younger teacher, was surprised at her appointment by the Japanese government to visit Britain to investigate domestic science education and schooling systems. In 1897, she studied pedagogy at CTCW. There Yasui experienced cultural encounters, often spending time with Hughes during holidays. Their mutual interest in and discussion of progressive pedagogy reveals Yasui becoming influenced by the ethics of British Idealism expounded by Millicent's husband, philosopher John Stuart Mackenzie (1860-1935). Retiring from CTCW in 1899, Hughes was sent by the British government to investigate education in Japan, visiting over 75 many schools from August 1901 to November 1902, and lecturing to teachers about radical new teaching methods, alongside Yasui, in many institutes. Her lectures and essays inspired Japanese educators in terms of methodology and ethos, covering a wide range of pedagogy from kindergarten to women's education. Her pedagogical principles adopted progressive ideas, but with a discriminating sense of balance. For example she lectured in Tokyo to over 200 members of the Japanese Froebel Society (founded 1901) on 5th December. Two days later, addressing the Kobe Childcare Society at Shoei Kindergarten (founded 1889 by a Froebelian missionary), she advocated a greater focus on Pestalozzi, rather than on Froebel whose ideas were mainstream in Japanese Kindergarten. Her message proved to be a warning that Froebel's ideas needed careful interpretation. Yasui, having completed a national mission in Siam, decided on a further period of personal study abroad, on ethics of British Idealism under J.S. Mackenzie in Wales in 1907. During the 1920s their network came to fruition in publications and academic recognition as progressive educators. Examining these entangled figures, I focus on the objects by which ideas and practices are circulated, produced through live encounters, reproduced including translation, widely circulated in print. They resulted in Yasui's principles of 'personalism', self-government and spiritual refinement, transnationalism and distinct national identity marking her presidency of Tokyo Woman's [sic] Christian University, 1923-1940.

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## Dewey's Unknown Essays Written During his Stay in Japan and China: Focusing on the Possibility of Mutual National Understanding

Takayuki Sato

Waseda University

The traveling objects that Sato focuses on are the five essays written by John Dewey during his travels in Japan and China between 1919 and 1921. These writings are titled «Some Factors in Mutual National Understanding,» «Idealism in Natural Science,» «Science and the Present Industrial System,» «A Philosophical Interpretation of Racial Prejudice,» and «The Pacific Conference». All of them were first published in Japan in the liberal Japanese magazine *Kaizo* (Reconstruction) and their common theme is the possibility of mutual national understanding beyond the East and West. These essays have a complicated yet interesting travel history being produced and reproduced between Japan, China and the United States. All of them were written in English, in China and first published in Japan. Only the first of these, «Some Factors in Mutual National Understanding,» (Dewey 1921; Weber 2021) were published in both English and Japanese. A Hawaii-born Japanese-American professor at the University of Hawaii made English abstracts of these five essays in 1969. They were included in *Dewey Kenkyu* (Studies on Dewey), which was published in Japan to commemorate the 50th anniversary of Dewey's visit to the country (John Dewey Society of Japan, ed. 1969). Thus, Dewey's five essays moved from China to Japan with the Japanese translation, further moved to the United States with an English retranslation, and then back to Japan.

It is important to note that Dewey's theory of the mutual national understanding beyond the East and West may have been discovered in 1952, the year of his death. According to Tsurumi Kazuko (1918-2006), a Japanese woman philosopher and sociologist, Dewey had a meeting with Iwanaga Yūkichi (1883-1939), founder of the international news agency of Japan, in the summer of 1921 in Japan. Iwanaga criticized Dewey for being favorable to China but critical of Japan, without good reason. The two men had a candid discussion, and in the end, Iwanaga expressed his understanding to Dewey (Tsurumi Kazuko 1952). This is regarded as an exceptional event in which Dewey's theory of international understanding that transcended the barriers between the East and West, advocated by him in 1921, was accepted and realized in Japan (Tsurumi Shunsuke 1984). As described above, Dewey's writings on the international mutual understanding between the East and West circulated between Japan, the United States, and China, as traveling objects. The essays were translated from English to Japanese and published in Japan in 1921 while he was in China. In 1969, the abstracts of Dewey's essays were prepared in English by a professor at the University of Hawaii and included in a research book published in Japan to commemorate Dewey's visit to Japan. Thus, the essays Dewey wrote while traveling in East Asia have provided Japanese people a forum to continue contemplating the meaning and realization of international understanding and cooperation. Those essays are still circulating. Based on Dewey's essay, a Japanese woman researcher (Saito 2003) conducted a research on education for global understanding and published it in English in an American academic journal.

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### AO 03.1: Tertulia ISCHE 2022

#### A New UNESCO Report: Looking Back, Looking Forward

Session Chair: **Inés Dussel**, DIE-CINVESTAV

**Linda McNeil Chisholm<sup>1</sup>, Karin Priem<sup>2</sup>, Noah Sobe<sup>3</sup>, Inés Dussel<sup>4</sup>, António Nóvoa<sup>5</sup>**

<sup>1</sup>University of Johannesburg, South Africa; <sup>2</sup>ISCHE President, University of Luxembourg; <sup>3</sup>Loyola University; <sup>4</sup>DIE-CINVESTAV; <sup>5</sup>University of Lisbon, Portugal Ambassador to UNESCO

In November 2019, UNESCO launched the Futures of Education initiative seeking to mobilize ideas and actions towards an educational change that responds to the enormous challenges that humans are confronting: climate change, digital transformations, deep inequalities, growth of undemocratic trends, increased migrations and displacements. Two years



later, a final report was issued that offers a renewed view of education as a public and common good, with the explicit will to nurture hope, imagination, and action for a common future. The report is both a diagnosis and a call for action and political involvement. With the initiative, UNESCO wants to reclaim a leading role as an educational actor and organize a transnational, humanist, planetary voice on education. This voice intends to shift away from the concern with the formation of human capital and employability, and moves towards aligning education with the notion of rights, of human rights but also planetary consciousness. It stresses a notion of the public and the commons that confronts trends of commodification but also intends to mobilize actors beyond what was defined by a world order structured around nation states. Historians of education are well-acquainted with the role of reports in education, and with the study of transnational actors in shaping educational discourses and practices. In fact, several historians of education were involved in the writing of the document. The 2022 Tertulia intends to provide a space of reflection around some questions that emerge from this initiative: How does this report relate to the history of UNESCO? Which educational dynamics and hopes does it channel and give voice to? Which notions of progress and social change does it embody? Which role does it envisage for educational actors at the national and supranational level? Which conditions are relevant for its success, and what would success mean in the current state of events?

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### A1 03.1: SYMPOSIUM

## Material Culture and the Disciplinary Technologies of the History of (Science) Education

### PART 1

*Keywords:* material culture, science, technological innovation, Latin America, Europe

*Chair:* **Josep Simon** (Universitat de València)

*Discussant:* **Eduardo Galak** (CONICET/UNLP)

Today, Information and Communication Technologies (ICT) are portrayed as the solution to underdevelopment, for their capacity to improve education, business, and good governance. A significant amount of pioneering ICT initiatives for education have found a privileged ground for development in the US, Europe and Latin America to become global. A new literature that critically analyses specific projects in this field is currently burgeoning. Concomitantly, work produced within several disciplines interested in educational research is contributing to dismantle the restrictively presentist understanding of educational ICT as mere computing solutions, in favour of more comprehensive and nuanced definitions. In this novel perspective, educational ICT would be a case study of a *longue durée* history of technologies in the classroom, including items such as blackboards, slide rules, natural science and anatomical specimens, textbooks, student and teacher notebooks, slide and film projectors, television and film, laboratory guides, examinations and tests, programmed instruction manuals, museum and laboratory collections, and teaching machines. Research analysing these technologies and the practices associated with them is still scarce and scattered in several academic fields that do not often interact – among others, science and technology studies, history of education, history of science, history of technology, media studies, museum studies, and contemporary science education. A range of scholars belonging to international research groups such as the Rede Iberoamericana de História da Educação em Ciências (REDiHEC) and national projects such as MUSAUPOL are contributing to bridge the gap between these different disciplinary constituencies. This symposium presents their work.

Since at least the 1950s, historians of science and science museum curators have developed a sustained engagement with material culture for the study of research and teaching in the sciences through technological objects. Consequently, traditional approaches framed by the history of ideas and institutions were progressively abandoned. With the advent in the 1980s of the so-called “practical turn”, and the establishment of international commissions for the preservation and use of science collections, the conceptualization of museological and technological objects found a solid ground in this field of research. In parallel, an important group of scholars have developed a fruitful integration of the aforementioned disciplinary fields with the aim of working towards an “histoire totale” of science education, sharing approaches, tools, and the wide diversity of pedagogical objects converging in the teaching of the sciences. With these aims, this panel presents a series of case studies dealing with pedagogical objects for the teaching of the sciences in Europe, Latin America and the US and integrating scholarly perspectives from a wide range of disciplinary perspectives.

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*Presentations of the Panel*

**The School and Science as a Market: Production, Trade and Transnational Circulation of Scientific-Pedagogical Objects (1880-1921)**

*A Escola e a Ciência como Mercado: Produção, Comércio e Circulação Transnacional de Objetos Científico-Pedagógicos (1880-1921)*

**Wiara Rosa Alcântara**

Universidade Federal de São Paulo

This paper focuses on the production, trade and transnational circulation of scientific-pedagogical objects, between 1880 and 1921. From a theoretical-methodological perspective of economic history (WITOLD, 1977; BOURDIEU, 1997), transnational history (STRUCK; FERRIS; REVEL, 2011) and school material culture (ALCÂNTARA; VIDAL, 2020; MEDA, 2016; LAWN, 2005), the research analyzes economic and symbolic dimensions that crossed both the production and consumption of scientific-pedagogical objects. Between 1880 and 1921, different Brazilian educational institutions purchased many scientific-pedagogical objects to create Chemistry laboratories, Physics cabinets and Natural History museums. The research analyzes sources such as invoices and correspondence, catalogs of manufacturers and traders of scientific-pedagogical objects, inventories of school goods, budgets, customs clearance of ships, newspapers, among others. The confrontation of these sources resulted in three movements. The first one consisted of identifying the companies, manufacturers and traders that acted in the supply of scientific-pedagogical objects to Brazilian educational institutions. The second one was a more detailed analysis of the catalogs of French companies such as Maison E. Adnet & Fils and Maison Paul Rousseau & Cie, due to the expressive amount of material supplied to Brazil. Third, I explored the formal and content elements of the invoices of the companies Paul Rousseau and E. Adnet, demonstrating that both school and science were also constituted as a market. However, the idea of the market isn't restricted to the laws of supply and demand (Bourdieu, 1997), or even to the monetary and quantitative aspects of the economy. So, as a result, the research highlighted the symbolic and cultural dimensions that crossed the constitution of the school and science as a market. This understanding is important to think about the games of inclusion and exclusion promoted by school and science.

*Paper Abstract (in Language of Presentation):*

O objetivo deste trabalho é abordar a produção, o comércio e a circulação transnacional de objetos científico-pedagógicos, entre os anos de 1880 e 1921. Sob uma perspectiva teórico-metodológica da História econômica, transnacional e da cultura material escolar, analiso dimensões econômicas e simbólicas que atravessaram tanto a produção quanto o consumo de objetos científico-pedagógicos, entre as últimas décadas do século XIX e as primeiras do século XX. Nesse período, diferentes instituições de ensino brasileiras adquiriram um conjunto significativo de objetos científico-pedagógicos para montagem de laboratórios de Química, gabinetes de Física e museus de História Natural. É o que se verifica em correspondências e notas de compras datadas entre os anos 1880 e 1921. Para o desenvolvimento da pesquisa, além de correspondências e notas de compras, analisei fontes como catálogos de fabricantes e comerciantes de objetos científico-pedagógicos, inventários de bens, orçamentos, despachos aduaneiros de navios, propagandas em jornais, dentre outras. A partir do confronto dessas fontes, foi possível realizar três movimentos. O primeiro foi o de identificar as empresas, os fabricantes e os comerciantes que atuaram no fornecimento de objetos científico-pedagógicos para instituições de ensino brasileiras. O segundo consistiu em uma análise mais detida dos catálogos das empresas francesas Maison E. Adnet & Fils e Maison Paul Rousseau & Cie pela quantidade expressiva de materiais fornecidos. Nesse caso, a ênfase recairá no exame do fornecimento de objetos para as aulas de Física e Química. Em terceiro e último lugar, explorei os elementos formais e de conteúdo das notas de compra das empresas Paul Rousseau e E. Adnet demonstrando que

tanto a escola quanto a ciência se constituíram, também, como mercado. Todavia, vale esclarecer que a ideia de mercado, aqui, não o restringe às leis da oferta e da procura (Bourdieu, 1997), ou ainda, aos aspectos monetários e quantitativos da economia. Investigar a história dos objetos científico-pedagógicos, seus processos de produção, comércio e circulação permite compreender que há, entrelaçadas às dimensões econômicas, dimensões sociais, culturais, simbólicas inseridas em jogos e disputas de representação sobre a escola, seus modelos de funcionamento, sobre a ciência, seus meios de ensino e divulgação. Assim, como resultado, o confronto das diferentes fontes evidenciou não apenas quem foram os fabricantes e comerciantes que fizeram os objetos científico-pedagógicos circular em escala transnacional. Para além disso, colocou em destaque dimensões simbólicas e culturais que atravessaram a constituição tanto da escola como da ciência, também, como um mercado. Compreensão essa importante para pensar, por sua vez, jogos de inclusão e exclusão promovidos pela escola e pela ciência.

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### **“Technological Museums”: Market, Sciences, and Teaching (1890-1940)**

*“Museus Tecnológicos”: Mercado, Ciências e Ensino (1890-1940)*

**Katya Braghini**

Pontifícia Universidade Católica de São Paulo

We call “modernity school” the historical process of education consolidation through its school-written form, related to a pattern of schooling that emerged during the 19<sup>th</sup> century, in favor of a direct observation of things, of reality which questioned the “bookish” and “verbal” teaching. Earlier, Rousseau in “Emile, or On Education” (1762) had already called for the direct contact of children with things; an idea that, a century later, is reproduced by Norman Calkins, in the United States, in his book “Manual of Object-teaching” which was extremely successful with its didactic of intuitive teaching and learning. Different methods arise from this historical process, the intuitive one, the active one, and the model of *Escola Nova*. Though there are divergences between these pedagogical concepts, mainly regarding “practical” teaching, there is a consensus around the precedence of experimentation and observation to obtain knowledge, what led to different discussion on the best school material, in general, and for the teaching of sciences, in particular. This communication presents one of these didactic materials, generally referred here as “technological museums”, in which there were economic expectations connected with pedagogical ones. These were mainly conceived for the lessons of things that, through its inductive method, became a preliminary step to science teaching in elementary school. These material circulated in world fairs and museums, associated to a network of companies, scientists, travelers, and education reformers interested in presenting organizing codes of a useful nature and valuing science and technique. What do these material say on the incorporation of techno-scientific knowledge by elementary schools? Such objects can present different supports and shapes; they are portable, itinerant, present natural and artificial elements, reinforce ideas on education of senses and sensibilities. This paper aims to question this didactic market analyzing its interference on the establishment of representations on the industry, nature, and technology, which affected schools as a pedagogical innovation, considering the transnational circulation of ideas and actions that define meanings about science, presenting some of its producers. This work results from exchanges established with *Consejo Superior de Investigaciones Científicas* (CSIC), University of Bologna, and Harvard University. It is funded by *Fundação de Amparo à Pesquisa de São Paulo* (Fapesp), *Fundação São Paulo* (Internationalization Project), and the Harvard University Herbaria Research Grant. It is also part of the collective actions of the *Rede Ibero-americana de História da Educação em Ciências* (REDiHEC).

*Paper Abstract (in Language of Presentation):*

Denomina-se aqui “escola da modernidade” o processo histórico de consolidação da educação por sua forma escolar-escriturária relacionada a um o padrão de escolarização que emergiu no decorrer do século XIX, a favor da observação direta das coisas, da realidade, e que passa a contestar o ensino dito “livresco” e “verbalista”. Tempos antes, Rousseau



em “Emile ou de l’éducation” (1762) já pedia o contato direto das crianças com as coisas; ideia que, um século mais tarde, é reproduzida por Norman Calkins, nos Estados Unidos, em seu “Manual de Lições de Coisas” (1870), livro que obteve muito sucesso com a sua didática pelo modelo intuitivo de ensinar e aprender. Desse processo histórico, derivam diferentes métodos de ensino, desde o tipo intuitivo até o método ativo, pelo modelo da Escola Nova. Ainda que haja divergências entre essas concepções pedagógicas, principalmente no que diz respeito ao ensino “prático”, existe a conformidade em torno da antecedência da experimentação e da observação para a obtenção de conhecimento, o que gerou diferentes discussões sobre os melhores materiais escolares, em geral, e para o ensino das ciências em particular. Esta comunicação apresenta um desses materiais didáticos, chamado aqui, genericamente, de “museus tecnológicos”, em que estão contidas expectativas econômicas atreladas às pedagógicas, especialmente pensadas para o ensino das lições de coisas que, por seu método indutivo, tornou-se o passo preliminar do ensino das ciências na escola elementar. Esses materiais circularam em exposições universais e museus, associados a uma rede de empresas, cientistas, viajantes, reformadores educacionais, interessados na apresentação de códigos ordenadores de uma natureza útil e a valorização da ciência e da técnica. O que esses materiais contam sobre a incorporação de saberes tecnocientíficos pela escola elementar? Tais objetos possuem uma variedade tipológica; são portáteis, itinerantes, expõem elementos naturais e artificiais, reforçando ideias sobre a educação dos sentidos e das sensibilidades. Esse trabalho pretende interrogar esse mercado didático analisando a sua interferência na constituição de representações sobre indústria, natureza e tecnologia e que incidem sobre a escola na forma de inovação pedagógica, pensando a circulação transnacional de ideias e ações que definem significados sobre a ciência, privilegiando a apresentação de alguns dos seus produtores. Esse é um dos resultados de intercâmbios feitos com o Consejo Superior de Investigaciones Científicas (CSIC), a Universidade de Bolonha e a Universidade de Harvard e tem financiamento da Fundação de Amparo à Pesquisa de São Paulo (Fapesp), da Fundação São Paulo (Projeto de Internacionalização), e do Harvard University Herbaria Research Grant. Também faz parte das ações coletivas da Rede Iberoamericana de História da Educação em Ciências (REDiHEC).

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### **PSSC Technology: Engineering the “Global Revolution” in the Teaching of the Sciences in the 1960s**

**Josep Simon**

Universitat de València

In the late 1950s, the Physical Science Study Committee (PSSC) developed in the US a set of new materials presented as the trigger of a physics teaching revolution. The PSSC pedagogical package included films, science kits, a laboratory guide, a textbook, and popular science books. Its ambition and fame had an enduring impact on subsequent science education projects. Its pedagogical materials circulated worldwide and were translated into at least a dozen languages. It has been repeatedly said that the PSSC offered a radically new way of teaching science and that its impact was global. However, this claim can be nuanced in several ways. At the PSSC core was the aim of parting ways with a 19<sup>th</sup>-century textbookish physics teaching tradition, by jumping into the techno-utopian promises of teaching through the animated image and a polycentric view on pedagogical technologies. Its conceptualization of science teaching through several complementary techniques and technologies was particularly original and arguably unrivalled in the sciences and beyond. Moreover, the PSSC decisively shaped new ways of working towards the production of pedagogical materials, introducing organizational tools and procedures from industrial and military engineering, and configuring large design and implementation teams including physicists, psychologists, film and instrument makers, historians, philosophers, photographers, designers, commercial agents, policy makers, and teachers (around 300 professionals). However, the superb efforts of the PSSC were not unique and in parallel other projects of pedagogical innovation in science teaching were developed through national and international endeavours in the US, and in countries such as Brazil, Chile or Mexico that have received far less attention in the historiography of science and education. The aim of this paper is to present and contextualize the international PSSC experience in educational technology innovation, to reflect on its pedagogical commitments and limitations, and to discuss the role of science education in the making of educational technologies at large.

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## A2 03.1: Curriculum and Teaching

Session Chair: **Tibor Darvai**, Eötvös Loránd University

*Keywords:* Hungarian socialist pedagogy, socialist education policy, curriculum, Revolution of 1956, Education Plan

### Curricula in Hungary in the early 1960s

Tibor Darvai

Eötvös Loránd University Bárczi Gusztáv Faculty of Special Needs Education, Hungary

In the late 1950s, educational reforms were launched in the Soviet Union and in the countries of the socialist bloc under the Khrushchevian slogan “strengthen the link between school and life” (Boiter 1959, Ross 1960), including Hungary as well (Darvai 2017; Halász 1988; Kelemen 2003). At the same time, in 1958, the socialist education of the youth in became the focus of the Cultural Policy Principles of the Hungarian Socialist Workers’ Party, responding to the events of the Revolution of 1956 (Kalmár 1998). In 1961, the Education Act legitimized the school reform. One of the significant elements of the reform is the reorganization of work education and polytechnic education. As part of this, the subject practical activities was introduced in primary schools (Somogyvári 2015a), while the 5 + 1 form of education (5 days of school + 1 day of productive work) began in high schools (Somogyvári 2015b). The foundation of a new type of school, the vocational secondary school, was also a significant element of the reform. For the first time in the history of Hungarian education Education Plan was set up to improve attitudes, the mechanism of socialization and ideological education (Miklósvári 2012). School reform give a lift to curriculum researches and new curricula had been developed to implement the reform. In our research, we analyse these new curricula, principally in primary schools.

Our research questions are the following:

1. Which professional education group developed the new curricula?
2. How did the professional and political-ideological elements appear in the new curricula?
3. How did the different educational-pedagogical groups (teachers, primary school teachers, principals) react to the new curricula?

For the analysis of education and of the school reform in the beginning of the 1960s, we primarily use educational policy documents as a source (Kardos-Kornidesz 1990). For analysis of the curricula, we use the publications containing the curricula (Miklósvári 1962, 1963). We rely on the journals of Hungarian socialist pedagogy (Pedagogical Review, Public Education) for the opinions related to the implementation of the new curricula. According to our results, the new curricula were developed by the founders of Hungarian socialist education in the early fifties. This group expected the school reform to reduce social inequalities and increase educational opportunities for children of working-peasant origin. However, not all professional groups agreed with the introduction and implementation of the new curricula, as they were opposed and criticized by a significant number of teachers, not necessarily because of the professional content of new curricula – such as work education or the ideological direction that appears in them – but because they saw new bureaucratic burdens in the new documents. In contrast, the developers of the curricula as well as education regulators blamed teachers for misuse of the curricula. In essence, they argued that the new curricula were appropriate professional documents, and teachers are responsible for errors in their implementation.

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*Keywords:* Physical Education, Body Education, Gymnastic Methods, Teaching Objects, Congress  
**Attire, Equipment, And Singing: Traces Of The Organization Of A Physical Education Class/Session**

*Trajes, Equipamentos E Cantos: Vestígios Da Organização De Uma Aula/Sessão De Educação Física*

Iara Marina dos Anjos Bonifácio<sup>1</sup>, Andrea Moreno<sup>1</sup>, Anderson da Cunha Baia<sup>2</sup>

<sup>1</sup>Universidade Federal de Minas Gerais, Brazil; <sup>2</sup>Universidade Federal de Viçosa, Brazil

*Abstract (in English):*

Throughout the second half of the nineteenth century, physical education was being constituted as a professional field. During this process, there were several congresses that had physical education as a theme or that were exclusively dedicated to it. [1] Among them, there was the first edition of the International Congress of Physical Education, held in Paris, France, in 1900. Other events similarly named were held and became known as settings for intense debates on the ways in which physical education should be structured. [2] For this study, the ideas debated at the event in 1900 will be analyzed. The purpose is to identify and analyze the different elements that should or should not constitute a physical education/gymnastics class/session. Three important points can be highlighted. The first one concerns the attire meant to be worn during the classes/sessions. The records explicit the unanimous disapproval of the use of corsets, especially in physical education classes, and the proposal of its prohibition. In addition to corsets, some congressmen criticized the use of coats, collars, and narrow, pointed hats. For them, «men as well as women are interested in a hygienic reform of attire.» [3] The second point regards whether it was necessary to use equipment in physical education classes/sessions. Three distinct views can be noted. One defended the use of equipment at any time; another believed that equipment could be used, but with restrictions - of age, depending on the equipment, only with supervision, development of the child's learning, physiological conditions, etc; and, finally, those who completely rejected its use. The third point referred to whether it was pertinent to involve singing. A group of congressmen advocated for the practice of singing as important to: set rhythms, soften and elevate character, bring order to undisciplined students, evoke feelings, develop the intellect, and bring delight to teaching. Others claimed that singing along with gymnastics caused respiratory disorders and therefore should be used only during walks as a moral stimulant. Or still, recognizing its benefits, they believed that specific music was needed for gymnastics, since the existing ones did not provide the necessary rhythm. A third group was categorical: «If anyone wants to combine them, they will be doing bad gymnastics and bad music.» [4] Although the congress in 1900 was marked by an intense debate of ideas, the 14 resolutions produced at the event were rather vague. None of them addressed attire. Likewise, no resolutions explicitly addressed the use of equipment, but resolution 3 provided that school gymnastics should be based on natural exercises. Concerning singing, resolutions 6 and 7 stated that school gymnastics should be fun, but could not incorporate choreographic productions. Therefore, we conclude that the congress resolutions were subtle about the structuring of physical education classes/sessions. One of the reasons was that physical education was practiced both inside and outside the school environment, and these places had different dynamics and demands.

*Abstract (in Language of Presentation) :*

Ao longo da segunda metade do século XIX a educação física foi se constituindo enquanto um campo profissional. Nesse processo, observa-se a realização de diversos congressos que tinham a educação física como tema ou que se dedicavam exclusivamente a ela. [1] Dentre eles, localiza-se a realização da primeira edição do Congresso Internacional de Educação Física, realizado em Paris, na França, em 1900. Outros eventos nomeados do mesmo modo foram realizados e ficaram conhecidos como lugares de debates intensos sobre os modos pelos quais a educação física deveria se estruturar. [2] Para esse trabalho, busca-se analisar as ideias debatidas no evento de 1900. O objetivo é identificar e analisar os diferentes elementos que deveriam compor ou não uma aula/sessão de educação física/ginástica. Destaca-se três questões importantes. A primeira delas era sobre os trajes que deveriam ser utilizados durante as aulas/sessões. Os registros explicitam a condenação unânime do uso do espatilho, sobretudo nas aulas de educação física, e a proposta de sua proibição. Além

dos espartilhos, alguns congressistas criticaram o uso de casacos, colarinhos, chapéus estreitos e pontiagudos. Para eles, “o homem, assim como a mulher, está interessado em uma reforma higiênica do traje”. [3] A segunda questão era relativa à necessidade ou não de utilizar aparelhos nas aulas/sessões de educação física. Nota-se três posicionamentos distintos. Um que defendia a utilização dos aparelhos a qualquer momento; outro que acreditava que os aparelhos poderiam ser utilizados, mas com restrições – de idade, a depender do aparelho, apenas com supervisão, progresso na aprendizagem da criança, condições fisiológicas; e, por fim, aqueles que refutavam completamente a sua utilização. A terceira questão tratava sobre a pertinência ou não de se utilizar o canto. Um grupo de congressistas advogou em defesa do uso do canto como importante para: marcar ritmos, suavizar e elevar o caráter, colocar em ordem alunos indisciplinados, despertar sentimentos, desenvolver a inteligência e trazer encanto ao ensino. Outros afirmavam que o canto em conjunto com a ginástica causava distúrbios respiratórios e, por isso, deveria ser utilizado apenas nas caminhadas como um estimulante moral. Ou ainda, reconhecendo os benefícios, acreditavam que era necessário músicas específicas para a ginástica, já que as existentes não davam conta do ritmo necessário. Um terceiro grupo era categórico: “Se alguém quiser combiná-las, fará má ginástica e má música”. [4] Embora o congresso de 1900 tenha sido marcado pelo intenso debate de ideias, as 14 resoluções construídas no evento foram vagas. Nenhuma delas abordou sobre os trajes. Sobre os aparelhos, nenhuma os tratou explicitamente, mas a resolução 3 previa que a ginástica escolar fosse baseada em exercícios naturais. Já sobre o canto, as resoluções 6 e 7 afirmavam que a ginástica escolar deveria ser divertida, mas não poderia conter produções coreográficas. Assim, pode-se concluir que as deliberações do congresso foram sutis sobre a estruturação das aulas/sessões de educação física. Um dos motivos que isso se deu foi porque a ginástica/educação física acontecia dentro e fora do ambiente escolar, e esse locais tinham dinâmicas e demandas diferentes.

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*Keywords:* Political Ideology, Chinese Language Textbook Recontextualization, Cultural Hegemony, Postwar Hong Kong

### **Political Ideology and Textbook Recontextualization: The Chinese Language Textbook of Hong Kong in the 1950s**

Zeyi Wang

the University of Hong Kong, Hong Kong S.A.R. (China)

This paper adopts historical analysis to discuss how cross-boundary political ideology influences the hegemonic project through textbook recontextualization in 1950s British Hong Kong. Bernstein (1996) assumes that state power uses the school curriculum to recontextualize official knowledge, reproduce dominant ideology and achieve cultural hegemony. Wong (2002) further proposes that as the former pedagogic agent, the state power from a colony's motherland country would influence the recontextualizing context of colonial power. However, they neglected that other variables would also affect the official pedagogic text recontextualization apart from the state regime. This paper, therefore, argues that “political ideology” plays a more essential role than “state regime” in textbook recontextualization. After World War II, both Kuomintang (KMT) and the Chinese Communist Party (CCP) from mainland China attempted to indoctrinate local Chinese students in Hong Kong through a Chinese language curriculum to win the Civic War. The British Colonial government did not forbid such action overtly at first. However, its attitude towards textbooks changed sharply after the CCP took over power in 1949, while the Cold War began in 1950 when Britain joined the Capitalist bloc and was opposed to CCP China. The Education Department tightened its control over Chinese language textbooks by revising the Education Ordinance, Syllabus, and recontextualizing pedagogic text, trying to achieve its goal of counteracting Communism ideology in pedagogic discourse. Through collecting and analyzing the official declassified documents, local newspapers, and school textbooks, this paper discusses how political ideology affects the recontextualization of authorized knowledge.

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Keywords: São Paulo Teacher-Training School, books, transnational history

## The composition of São Paulo Teacher-Training School's Library: transnational appropriations

*A composição do acervo da biblioteca da Escola Normal de São Paulo: apropriações transnacionais*

Carolina Mostaro Silva

Universidade de São Paulo, Brazil

### *Abstract (in English):*

This paper presents the results of research on the history of the Library of São Paulo Teacher-Training School in the 19th century, identifying and analyzing processes of composition and operation of its collection, as well as the meanings of that space and its practices towards to school. The mentioned research integrates the project Knowledge and practices in borders: for a transnational history of education, which takes the transnational approach as an analysis device, and privileges phenomena like exchanges, transfers, entanglements, connections, appropriations, and resignifications in their complexity and in multiple directions (STRUCK et al., 2011; SOBE, 2013; VERA; FUCHS, 2021). It seeks to establish relationships between the acquisition of works that made up the school's collection and the references and pedagogical models in circulation among countries of Western culture in that period. The objective is also to relate the composition of the library to the effective possibilities of access and purchase of materials for the school, either by trips or the presence of booksellers and bookstores in the capital of São Paulo. Conceptually, this research dialogues both with the cultural history of pedagogical knowledge and with the history of books and reading (CHARTIER, 1990; CARVALHO, 2007; SILVA, 2018; CHOPPIN, 2009). In the midst of the international circulation of considered modern and rational pedagogical concepts, libraries were established as part of school culture and as a space for organization, availability, and access to printed matter and reading. The first initiative to compose a collection took place in 1875 when the school had its second installation experience. At that time, the books that covered topics related to the subjects offered by the school were acquired in the city bookstores. In 1878, the school was closed. When it was reopened, in 1880, there was a new movement toward the composition of the collection, with the purchase of books in Paris, carried out by Paulo Bourroul, doctor, teacher, and director of the school. Works by French authors such as Pape-Carpantier, Gabriel Compayré, and Michel Charbonneau were acquired, as well as French translations by renowned Anglo-Saxon thinkers such as Fröebel, Pestalozzi, and Spencer. In those decades, the entanglements with France and with Francophonie became evident, indicating that this country was recognized as a cultural exponent for the Brazilian literate elites, and also has become a reference on the building of a pedagogical and school culture. By analyzing the composition of this collection, as well as the books indicated as a reference for the subject of Pedagogy, and also the lists of works indicated for the libraries of French teacher schools, it is observed that there was no intention to apply a French pedagogy in the Escola Normal de São Paulo as a homogeneous theory since the works were characterized by the mixture of different trends in educational thought and practice. However, it was the French way of appropriating the international pedagogical repertoire that was taken as a reference for the composition of the demanded collection for the training of good teachers.

### *Abstract (in Language of Presentation) :*

Nesta comunicação apresentam-se resultados de pesquisa que investiga a história da “Biblioteca da Escola Normal de São Paulo”, no século XIX, identificando e analisando processos de composição do acervo, funcionamento, instalação, bem como os significados que esse espaço e suas práticas assumiram para a escola. A pesquisa integra o projeto temático *Saberes e práticas em fronteiras: por uma história transnacional da educação*, que assume a abordagem transnacional como dispositivo de análise, privilegiando fenômenos de trocas, transferências, enredamentos, conexões, apropriações e ressignificações em sua complexidade e em múltiplas direções (STRUCK et al., 2011; SOBE, 2013; VERA; FUCHS, 2021). Busca-se estabelecer relações entre a aquisição das obras que compuseram o acervo da escola e as referências e os modelos pedagógicos em circulação entre países de cultura ocidental no referido período. Objetiva-se, também relacionar a composição da biblioteca às possibilidades concretas de acesso e compra dos materiais para a escola, por meio de viagens e da presença de livreros e livrarias na capital paulista. Conceitualmente, dialoga-se com a história cultural dos saberes pedagógicos e com a história do livro e da leitura (CHARTIER, 1990; CARVALHO, 2007; SILVA, 2018; CHOPPIN, 2009). Em meio à circulação internacional de concepções pedagógicas consideradas modernas e racionais, as bibliotecas se estabelecem como parte da cultura escolar, espaço de organização, disponibilização e acesso aos impressos e à leitura. As primeiras iniciativas de composição de um acervo para a Escola ocorreram em 1875, quando a escola teve a sua segunda experiência de instalação. Nessa época, os livros foram adquiridos em livrarias da cidade e abarcavam temas relacionados às disciplinas oferecidas pela escola. Em 1878, a escola foi fechada. Com a reabertura, em 1880, houve novo movimento de composição de acervo, a partir da compra em Paris, realizada por Paulo Bourroul, médico, professor e diretor da escola. Foram adquiridas obras de autores franceses, como Pape-Carpantier, Gabriel Compayré e Michel Charbonneau, e traduções francesas de renomados pensadores anglo-saxônicos, como Fröebel, Pestalozzi e Spencer. Nessas décadas, os enredamentos com a França e com a francofonia eram evidentes, indicando que aquele país era reconhecido como um expoente cultural para as elites letradas brasileiras, e se convertia também em referência para a formação de uma cultura pedagógica e escolar. Pela análise da composição desse acervo, dos livros indicados como referência para a cadeia

de Pedagogia e das listas de obras indicadas para as bibliotecas das escolas normais francesas, observa-se que não se almejava aplicar na Escola Normal de São Paulo uma pedagogia francesa, como teoria homogênea, uma vez que as obras se caracterizavam pela mistura de tendências diversas do pensamento e da prática educacional. Contudo, foi o modo francês de apropriação do repertório pedagógico internacional que se tomou como referência para a composição do acervo necessário para a formação de bons professores.

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## A2 03.2: Teaching and Society

Session Chair: **Lina Spjut**, Umeå University

*Keywords:* Ironworks schools, First Elementary School Act of 1842, Changes in Teaching-content and School Didactics, 1820-1940s.

**Changes in Teaching-content and Didactics when Transitioning from Private Schools to Public Schools with the First Elementary School Act, 1842, Sweden**

**Lina Spjut, Fredrik Olsson Spjut**



With the First Elementary School Act in 1842, Sweden's parishes were ordered to offer all children school education, this applied to all children, even the less well-off. At the time of its establishment in 1842, half of Sweden's parishes already had some form of public schools (Sandin 1986, Edgren, 2011, Westberg 2014, Spjut 2018). The parishes and cities that already offered school education did so in various forms. The variation was great and the different school types did not exist all over the country, which the public-school ordinance would remedy. With the First Elementary School Act several of the existing school types for the less well-off children had gradually transferred to public schools in the coming decades (Nilsson 1989, Michaëlsson 2016). Schools were established already in the 17th and 18th centuries in connection with large production units in Sweden (Florén 1987), examples of this are the Ironworks schools in Ironworks communities in for example the regions of Bergslagen and Northern Sweden (Gralén 1953, 1958). In these schools, children of the workers, but also children in the vicinity of the Ironwork, were given the opportunity for school education (Nilsson 1989). The Ironworks financial contributions to these schools varied, sometimes driven by the Ironworks, sometimes large amounts were donated to these schools (Klose 2011, Michaëlsson 2016, 2017).

This study examines Ironworks in Northern Sweden: Olofsfors bruk and Robertsfors bruk, based on how the two Ironworks schools came to change after the introduction of the First Elementary School Act in 1842. As the public-school statute's directive began to have consequences around the country, state public school inspectors were hired to control the start-up and transition to public schools in the country's various regions. The public-school inspectors wrote regular reports on what they saw on their inspections (Gralén 1958), these form part of the source material in the study together with, among other things, archival material from the National Archives and various Ironwork archives. The period 1820-1940 is to be studied, partly because the transition took place gradually over time when the state regulations on the content of public schools were expanded during the first hundred years of the public school system, then in order to identify the educational content of these forms of school some time before the public-school reform and a time after. The study aims to study the content and structure of teaching at Olofsfors- and Robertsfors Ironwork in the transition from private Ironworks school to public-schools during the period 1820–1940. The research question is: How did the First Elementary School Act of 1842 affect the Ironwork schools' structure (access to school buildings, teacher recruitment, daily and academic seasons, etc.) and teaching content (e.g. school subjects, distribution, teaching material, type of didactics/pedagogy)?



*Keywords:* School Park, Brasilia, Technology, Culture

### **Technology and cultural production at the School Park of Brasilia, Brazil (1960-1975)**

*Tecnologia e produção cultural na Escola-Parque de Brasília, Brasil (1960-1975)*

Ingrid Dittrich Wiggers, Lucimara Gomes Oliveira de Moraes

University of Brasilia

#### *Abstract (in English):*

The School Park of Brasilia is an institution planned by Anísio Teixeira for the capital of Brazil, having been inaugurated in the same year as the foundation of the city, on November 20, 1960. The pedagogical practice of the School Park was carried out through a repertoire, aiming at the integral education of children. It was a model that, based on the philosophy of John Dewey, added to teaching, as part of the full-time schooling of children and young people, initiation activities for work, artistic, social and recreational activities. The present work aims to analyze aspects of the original curriculum of this school, from 1960 to 1975, focusing on technology and cultural production. Iconographic and documentary sources available in the school's own collection were considered, as well as interviews with pioneer educators. The curriculum of the period records a set of «artistic and socializing activities», including music, theater and visual arts, such as painting, spontaneous drawing, guided drawing, murals, posters and illustration. The distribution of activities in the grid also demonstrates very particular disciplinary boundaries. The cinema, for example, appears contained in the same frame as the theater. One justification, in hypothesis, for this configuration, would be the fact that both activities would take place in the auditorium. On the other hand, the list of «theatre and cinema» activities suggests their interconnection with the library: research, reasoning games, dramatization, theater (puppet and shadow), school newspaper, book of the month, story time, free reading. As we have seen, the reading activity was part of interdisciplinary projects. However, in the librarian's assessment, cinema seemed to confuse children's aesthetic appreciation. We noticed in his testimony an apocalyptic vision about this language. Despite this controversy, in consultation with children, through a questionnaire, in 1961, cinema was elected as the favorite activity of Escola-Parque. Photography was also part of the curriculum. In addition to photographic documentaries that were broadcast, several activities were reported that were based on audiovisual language and in which children took the place of authors, with the production of comics on slide film and oral recording of stories. In this way, the children of the School Park participated in the complete process of cultural production, as the photographs were captured, revealed, enlarged, exposed and appreciated by themselves. Practiced in this way, education would contribute to providing training with an emancipatory sense, by preventing technology from making



photography transparent to criticism. In conclusion, we highlight in our analysis audiovisual education processes, seeking to identify types and forms by which they were triggered in children's education. Thus, we found that cinema, photography and even slides, in addition to different types of visual arts, such as drawing and painting, made up the set of audiovisual languages that integrated the school curriculum in the 1960s. contributed to the demystification of the technological process and its appropriation by children as a dimension of culture.

*Abstract (in Language of Presentation) :*

A Escola-Parque de Brasília é uma instituição planejada por Anísio Teixeira para a capital do Brasil, tendo sido inaugurada no mesmo ano da fundação da cidade, em 20 de novembro de 1960. A prática pedagógica da Escola-Parque se realizou por intermédio de um repertório abrangente, visando a educação integral das crianças. Foi um modelo que, baseado na filosofia de John Dewey, acrescentou ao ensino, como parte da escolarização em turno integral de crianças e jovens, atividades de iniciação para o trabalho, atividades artísticas, sociais e de recreação. A presente pesquisa tem por objetivo analisar aspectos do currículo original dessa escola, do período de 1960 a 1975, enfocando a tecnologia e produção cultural. Foram consideradas fontes iconográficas e documentais disponíveis no próprio acervo da escola, bem como entrevistas com educadores pioneiros. A grade curricular do período registra um conjunto de «atividades artísticas e socializantes», incluindo a música, o teatro e as artes visuais, como a pintura, o desenho espontâneo, o desenho orientado, murais, cartazes e ilustração. A distribuição das atividades na grade demonstra ainda fronteiras disciplinares muito particulares. O cinema, por exemplo, aparece contido no mesmo quadro do teatro. Uma justificativa, em hipótese para essa configuração, seria o fato de que ambas as atividades se realizariam no auditório. Por outro lado, o rol das atividades de “teatro e cinema” sugere sua interligação com a biblioteca: pesquisas, jogos de raciocínio, dramatização, teatro (fantoche e sombra), jornal escolar, livro do mês, hora do conto, leitura livre. Como vimos, a atividade de leitura integrava projetos interdisciplinares. Entretanto, na avaliação da bibliotecária, o cinema parecia confundir a apreciação estética das crianças. Notamos em seu depoimento uma visão apocalíptica acerca dessa linguagem. Apesar dessa controvérsia, em consulta às crianças, por intermédio de questionário, em 1961, o cinema foi eleito como a atividade preferida da Escola-Parque. A fotografia também fez parte do currículo. Além de documentários fotográficos que eram transmitidos, foi relatada a realização de diversas atividades que se baseavam na linguagem audiovisual e nas quais as crianças ocuparam o lugar de autores, com produção de estórias em quadrinhos em película de slide e gravação oral de histórias. Desse modo, as crianças da Escola-Parque, participavam do processo completo de produção cultural, pois as fotografias eram captadas, reveladas, ampliadas, expostas e apreciadas por elas próprias. Praticada desse modo a educação contribuiria para propiciar uma formação com sentido emancipador, por evitar que a tecnologia tornasse a fotografia transparente à crítica. Em conclusão, destacamos em nossa análise processos de educação audiovisual, buscando identificar tipos e formas pelos quais se desencadeavam na educação das crianças. Assim, constatamos que o cinema, a fotografia e até mesmo slides, além de diferentes modalidades de artes visuais, como o desenho e a pintura, compunham o conjunto das linguagens audiovisuais que integravam o currículo escolar, na década de 1960. Certamente, tais atividades contribuíram para a desmistificação do processo tecnológico e para a apropriação do mesmo pelas crianças como uma dimensão da cultura.

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Keywords: textbooks, Movimento di Cooperazione Educativa, alternative publishing, alternative education

**“Ammazza l’Uccellino”: the Debate and Criticism around Textbooks in 1970s Italy**

Monica Dati

University of Florence, Italy

In the light of recent experiences of self-publishing of textbooks in schools and the spread of digital technology, this article wants to recall a particular phase in the history of the textbook in Italy, the one concerning the 1970s and the criticism and rethinking that was made of this important learning tool. These are the textbooks that, with specific reference to primary school, were denounced by the well-known «stupidario» produced in 1969 by some Genoese teachers; the books ridiculed by Umberto Eco in his texts «Ammazza l’Uccellino» and «Pampini Bugiardi»; the books that the Movimento di Cooperazione Educativa and its authoritative representatives began to criticise by proposing the alternative model inspired by Freinet’s *Bibliothèque de travail* and represented by the classroom library.

A lively discussion that, accompanied by pedagogical reflection, saw among its results the ratification - in Law 517 of 1977 - of the possibility of alternative adoptions. A discussion that we want to reconstruct through the surveys of the time, the analysis of some works of complaint, the proposal of original school initiatives, the presentation of some examples of alternative publishing (Tornesello, 2006). A ferment that is documented not only through printed sources but also with the help of oral sources, a way to promote the preservation and enhancement, in a historical perspective, of the experiences of those who made innovation in schools in those years. Thanks to some video testimonies found in some repositories dedicated to the memory of the teaching profession, space will be given to the voices of the teachers of the Movimento di Cooperazione Educativa who were directly confronted with textbooks, teaching tools and technologies (Bandini, 2020; Giorgi 2020). Experiences and experiments that find a point of contact with the recent current events that see digital as an opportunity to revisit study practices through resources and self-produced books also legitimised by Ministerial Decree no. 781/2013 (Anichini, 2015, 2019): retracing a stage in the complex history of the textbook as a learning tool to reflect on today and understand in what form textbooks can preserve their function in the digital age.

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*Keywords:* School print, reading, high school, school socialization

## **Representations of Reading and Formative Projects (1970-1990): The School Print as a Technology of School Socialization**

*Représentations De La Lecture et Des Projets Formatifs (1970-1990): Documents Imprimés Comme Technologie de Socialisation Scolaire*

Patricia Aparecida do Amparo

University of São Paulo, Brazil

### *Abstract (in English):*

Among the technologies for education, printed matter is possibly the most commonly used in educational institutions. As part of the stabilization of the school form, understood as culture and way of socialization elaborated from the logic of writing, the printed objects as well as their uses give substance to the pedagogical purposes in different socio-cultural contexts (VINCENT, 1980; LAHIRE, 2008, 2000; CHARTIER, 1991). In this sense, this paper aims to investigate the representations of reading elaborated in the curriculum document «Atividades de língua portuguesa e literatura: 2º grau» (1993), published during the 1980s and early 1990s by the Secretary of Education of the State of São Paulo, Brazil. It is part of a series of publications that present the «Curricular Proposal for the teaching of Portuguese - high school» (1977), suggesting pedagogical practices considered desirable for the teaching of language and literature. The volume analyzed represents an attempt by the Brazilian state to create a new meaning for literary texts and books in the face of an intensive process of expansion of the education system, bringing different social groups to the school space in the passage between the 1970s and the 1990s. For this reason, more than the presence of this technology, we seek to discuss the uses, gestures, and practices associated with printed culture, according to the state point of view. Regarding the methodological aspects, this research communication appropriates the socio-historical perspective in order to undertake a documental analysis that makes it possible to understand the representations of reading present in the publication, dialoguing with the interpretations of the concept elaborated by Roger Chartier (1991) and Pierre Bourdieu (2007). By analyzing the volume as an object of the school written culture, which, in the words of Roger Chartier, is expressed in the organization of the text and the materiality of the book, we tried to delineate the representations built in a document that influenced the São Paulo school system for over ten years and also shaped the conception of language and literature in the decade of its publication. Thus, the document presents the proposal of pedagogical activities, teachers' and students' gestures, and intellectual habits that architect the technology of school writing socialization. It is emphasized that such architecture situates literary knowledge within this formative project aimed at trying to persuade new social groups to value cultural agency as well as relations with language traditionally legitimated in the Brazilian educational system. By following the negotiations around the ways of using printed materials in a period of changes in the social recruitment of teachers and students, this work registers the recreations of curricular elements that try to shape the educational system as well as to model pedagogical practices in the school institutions of the State of São Paulo based on a structuring aspect of the educational task.

### *Abstract (in Language of Presentation) :*

Parmi les technologies de l'éducation, les supports imprimés correspondent probablement à ceux qui sont les plus utilisés dans les établissements d'enseignement. Dans le cadre de la stabilisation de la forme scolaire, entendue comme culture et mode de socialisation élaborés à partir de la logique scripturale, les objets imprimés ainsi que leurs usages donnent corps aux finalités pédagogiques dans différents contextes socioculturels (VINCENT, 1980 ; LAHIRE, 2008, 2000 ; CHARTIER, 1991). Dans ce sens, cet article vise à étudier les représentations de la lecture élaborées dans le document curriculaire «Atividades de língua portuguesa e literatura : 2º grau» (1993), publié tout au long des années 1980 et au début des années 1990 par le Secrétariat de l'éducation de l'État de São Paulo, au Brésil. Il fait partie d'une série de publications qui présentent la « Proposta Curricular para o ensino de Português – 2º grau » (1977), suggérant des pratiques pédagogiques considérées comme souhaitables pour l'enseignement de la langue et de la littérature. Le volume analysé représente une tentative de l'État brésilien de créer une nouvelle signification pour les textes littéraires et les livres face à un processus intensif d'expansion du système éducatif, amenant différents groupes sociaux dans l'espace scolaire dans le passage entre les années 1970 et 1990. Pour cette raison, plus que la présence de cette technologie, nous cherchons à discuter des usages, des gestes et des pratiques associés à la culture imprimée, selon le point de vue de l'État. En ce qui concerne les aspects méthodologiques, cette communication de recherche s'approprie la perspective socio-historique afin d'entreprendre une analyse documentaire qui permet de comprendre les représentations de la lecture présentes dans la publication, en dialoguant avec les interprétations du concept élaborées par Roger Chartier (1991) et Pierre Bourdieu (2007). À travers l'analyse du volume en tant qu'objet de la culture écrite scolaire, qui, selon les mots de Roger Chartier, s'exprime dans l'organisation du texte et la matérialité du livre, nous avons tenté de délimiter les représentations construites dans un document qui a influencé pendant plus de dix ans le système éducatif de São Paulo et qui a également façonné la conception de la langue et de la littérature dans la décennie de sa publication. Ainsi, le document présente la proposition d'activités pédagogiques, d'enseignement et de gestes et d'habitudes intellectuelles des élèves qui architectent la technologie de socialisation à l'écriture scolaire. Il est souligné qu'une telle architecture situe la connaissance littéraire dans ce projet formatif visant à essayer de persuader de nouveaux groupes sociaux de valoriser l'agence culturelle ainsi que les relations avec la langue traditionnellement légitimées dans le système éducatif brésilien. En suivant les négociations

autour des modes d'utilisation des matériaux imprimés dans une période de changements dans le recrutement social des enseignants et des étudiants, ce travail enregistre les créations d'éléments curriculaires qui tentent de façonner le système éducatif ainsi que de modeler les pratiques pédagogiques dans les institutions scolaires de l'État de São Paulo à partir d'un aspect structurel de la tâche éducative.

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### **A3 03.1: Educational Media (2)**

*Session Chair:* **Rafaela Silva Rabelo**, Universidade Ibirapuera

*Keywords:* Educational television, School television, Francoism, NO-DO, Internationalization

#### **Televisión Escolar: A Television Program through Revista de Educación and NO-DO (Spain, 1968-1970)**

*Televisión Escolar: Un Programa de Televisión a través de Revista de Educación y NO-DO (España, 1968-1970)*

**María Dolores Molina Poveda<sup>1,2</sup>, Carmen Sanchidrián Blanco<sup>2</sup>**

<sup>1</sup>Universidad Isabel I, Spain; <sup>2</sup>University of Malaga, Spain

#### *Abstract (in English):*

Televisión Escolar was a television program promoted by the General Directorates of Primary Education and Radio and Television and broadcast from 1968 to 1970. The aim of this paper is to analyse its presence in NO-DO, the most important audio-visual propaganda medium of the Franco regime, and in *Revista de Educación*, published by the Ministry of Education. Televisión Escolar was broadcast from Monday to Saturday, from 11 a.m. to 12 a.m. It was addressed to primary school children and everyday had contents on three different subjects. In the classrooms where there was a TV set, the teacher switched it on at 11:00. Beforehand he had to make a brief introduction, and, after the program, some activities related to the contents. Teachers and students had summaries and accompanying scripts for each program and questionnaires to complete at the end of the viewing. Each program was designed to teach certain content through audiovisual image, which allowed the teacher to teach subjects with new resources. previously unimaginable, although teachers and students were merely passive viewers, entranced by the moving images.

NO-DO announced the birth of this program as an essential element in teaching functions, as a help to the teachers. *Revista de Educación* published an article in 1968 where the characteristics and operation of this program were described, as well as the possibilities and difficulties that this technology entailed. NO-DO and this journal not only focused on this program, but also on other experiences, such as the one carried out in the Aguirre Schools (Madrid). *Revista de Educación* had already regularly published articles on the role of television in the field of education since 1958, and articles about experiences in other European and American countries. To conclude *Televisión Escolar*, broadly speaking the television, had a greater presence in *Revista de Educación* than in NO-DO. The television was presented as a new technology with huge possibilities in the educational field if it was used to reshape educational content and media. Since at the beginning of this experience there were only 5,000 TV sets in the Spanish schools (this number increased, but it was insufficient), Televisión Española decided to broadcast some programs during the summer holidays. Nevertheless, the disagreements between the Ministry of Education and Televisión Española put an end to this experience in May 1970. This program was just the first; languages, natural sciences, or history programs were soon broadcast, but outside the school schedule. The impact that television has had on education is outstanding and it is constantly in a state of evolution of which historians of education cannot be oblivious. This paper is funded by the research project Connecting History of Education. International networks, scientific production, and global dissemination (CHE). Ref.: PID2019-105328GB-I00. «Proyectos de I+D+i», Ministerio de Ciencia e Innovación, Spain.

#### *Abstract (in Language of Presentation) :*

El programa Televisión Escolar fue puesto en marcha por las Direcciones Generales de Enseñanza Primaria y de Radiodifusión y Televisión y se emitió entre 1968 y 1970. El objetivo de este estudio es analizar su presencia en NO-DO, el medio



propagandístico audiovisual más importante del régimen franquista y en *Revista de Educación*, la revista del Ministerio de Educación. *Televisión Escolar* se emitía de lunes a sábado, de once a doce, estaba dirigido a niños de primaria y cada día se emitían contenidos de tres materias distintas. En las clases donde había televisor, el maestro la ponía en funcionamiento a esa hora, aunque antes tenía que realizar una breve introducción y, al finalizar, actividades relacionadas con los contenidos tratados. Maestros y alumnos contaban con resúmenes y guiones de acompañamiento de cada programa y de cuestionarios para realizar al final del visionado. Cada programa se diseñaba para enseñar ciertos contenidos a través de recursos audiovisuales; esto permitía a los maestros contar con unos medios difícilmente imaginables antes de la invención de la televisión, aunque tanto los alumnos como los maestros eran sujetos pasivos absortos ante imágenes en movimiento.

NO-DO emitió una noticia donde anunciaba el nacimiento de este programa que buscaba ser un elemento esencial en las funciones docentes, y una ayuda para los maestros. *Revista de Educación* se publicó en 1968 un artículo que hablaba de las características y del funcionamiento de este programa, así como de las posibilidades y dificultades que esta nueva tecnología implicaba. NO-DO y *Revista de Educación* no solo se centraron en ese programa, sino que también hablaron de otras experiencias, como la realizada en las Escuelas Aguirre (Madrid) y mostrada en NO-DO, y de los beneficios y dificultades que suponía este tipo de televisión. En *Revista de Educación* aparecieron regularmente artículos sobre usos educativos de la televisión desde 1958, muchos con referencia a experiencias en otros países europeos y americanos. Como conclusión, podemos destacar que la televisión escolar, y en general la televisión, tuvo una mayor presencia en *Revista de Educación* que en NO-DO. Se presentaba la televisión como una nueva tecnología con enormes posibilidades en el ámbito educativo si se utilizaba para remodelar los contenidos y medios educativos. Dado que al comienzo de esta experiencia solo había 5000 receptores de televisión en las escuelas españolas (este número aumentó, pero fue insuficiente), Televisión Española decidió emitir en las vacaciones de verano algunos de estos programas, pero al final las desavenencias entre el Ministerio de Educación y Televisión Española supusieron su fin en mayo de 1970. Este programa fue sólo el primero; pronto surgieron programas sobre idiomas, ciencias naturales, historia, etc., pero se emitían fuera del horario escolar. El impacto de la televisión en la educación ha sido enorme y está cambiando constantemente, cambio al que los historiadores de la educación no podemos ser ajenos. Este trabajo se inscribe en el proyecto de investigación “Connecting History of Education. International networks, scientific production, and global dissemination” (CHE). Ref.: PID2019-105328GB-I00. «Proyectos de I+D+i», Ministerio de Ciencia e Innovación, España.

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*Keywords:* Representation, Pan-Americanism, Good Neighbor Policy, Julien Bryan, Latin American Education.

## **Representations Of Latin American Education In The Office Of Inter-American Affairs' Films**

Rafaela Silva Rabelo

Universidade Ibirapuera, Brazil

The Good Neighbor Policy, implemented under Franklin Roosevelt's presidency between 1933 and 1945, had the production and circulation of educational materials (e.g., publications, films) both in the US and Latin America as one of its developments. For circulation in the US, such materials portrayed social and cultural aspects in Latin America and were often adopted as didactic resources both in elementary and higher education. The documentary shorts produced by Julien Bryan between 1941-1945 for the Office of Inter-American Affairs, a US agency coordinated by Nelson Rockefeller, are an example of this kind of production. In this direction, this article aims to identify the representations of Latin American education present in films produced by Julien Bryan commissioned by the Office of Inter-American Affairs. This exploratory study seeks to answer the following questions: What are the recurring characteristics in the representations of Latin American education? Is it possible to identify a standard narrative in the representation of education in different countries? Is there any difference from one country to another? Are there omissions or distortions? The documentary shorts were originally accessed at the Rockefeller Archive Center, but various titles are available on YouTube on different channels. Several works deal with the Office's and Julien Bryan's films production (e.g., Lisa Rabin; Darlene Sadler) and are considered in the following discussion. Such authors as Roger Chartier and Stuart Hall (representation) and Edward Said (contrapuntal reading) support the description and content analysis of the documentary shorts. It also considers the concepts of Pan-Americanism and the Good Neighbor Policy to explore how an idea of Latin America and its relationship with the US impacted the way of seeing and portraying Latin American education. Among the preliminary results, it is important to highlight that in addition to the images shown in the films, it is necessary to analyze the narration and how it directs the viewer's eyes and the way of interpreting the images. There is a concern to portray different social contexts, showing schools and students from different economic backgrounds. Different levels of education are also represented, from the early school years to higher education, passing through teacher training. The attempt to capture everyday school scenes is noticeable, even though, in some cases, the scenes are visibly staged. Despite the precarious conditions shown in some scenes, the narration highlights the advances and investments in education in Latin American countries.

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*Keywords:* Art Education, Distance Education, Covid-19, Spain

## **New Approach to Arts Education by Adapting Aprendemos en Casa**

*Nuevo Planteamiento en la Educación Artística Adaptando Los Vídeos de Aprendemos en Casa*

Álvaro Nieto Ratero<sup>1</sup>, Helena Lamas Moreno de Vega<sup>2</sup>

<sup>1</sup>GRUPOEDE/Centro de Estudos Interdisciplinares do Século XX (CEIS20), Universidad de Coímbra, Portugal; <sup>2</sup>Universidad de Salamanca, España

### *Abstract (in English):*

Spain decreed a State of Alarm on 13 March 2020 due to the COVID-19 pandemic. From this moment on, the face-to-face educational model was replaced by a virtual model, which, although it existed, until then was basically used as a complementary and supportive way of transmitting curricular content from teachers to students (Pérez and Hernández, 2020). Both, teachers and learners, had to reconfigure and adapt school practices by resorting to digital devices and platforms (Martín, 2020). As an aid, the Ministerio de Educación y Formación Profesional of the Government of Spain provided open digital educational resources for the educational community, which was positively recognised for its application even by the OECD (Ministry of Education, 2020b). The purpose of this study is to analyse the thematic area of «Art Education» based on the digital materials of this programme available to the educational community. From this objective we constructed a methodological framework with a qualitative approach to the contents in order to identify, interpret and discuss the data and reflect on the results in order to propose possible improvements in case it was to be taken up again in the future. The materials were disseminated by the Ministerio de Educación y Formación Profesional on television and the web, and were provided by publishers, educational institutions and the Centre for Innovation in Distance Edu-

cation (CIDEAD). The contents were broadcast by age group and not by school level, by subject area and not by specific subjects. In the area of Art Education, theoretical content was combined with practical content, using games to motivate and recreate students' imagination (Muñoz, 2003). The curricular contents adapted by age group and not by level or grade called into question their appropriateness. They were developed in a rushed manner, taking into account the context of pandemic and confinement in which both students and families found themselves. This project lasted four months, from March to June 2020. Subsequently, in the summer, the Ministry agreed on secure face-to-face teaching, ruling out any type of distance learning resource for the 2020-2021 academic year. Having compiled and analysed the data on the subject area of «Art Education», if this format were to be taken up again or considered for some reason in the future as school support, it would probably be more enriching for pupils if the contents were dealt with by subjects and school cycles. This alternative would entail more detailed and laborious work, as the contents, learning standards and basic competences of each subject would have to be defined beforehand. Our contribution consists of an interdisciplinary proposal to be carried out through the recording of information pills stored on a platform. The tools available to pupils at home should be considered in order to adapt the curriculum and design appropriate activities for this purpose.

*Abstract (in Language of Presentation) :*

España decretó el Estado de alarma el 13 de marzo de 2020 por la pandemia del COVID-19. A partir de este momento, el modelo educativo presencial por otro modelo virtual, que, aunque existía, hasta ese momento era usado básicamente como forma complementaria y de apoyo para transmitir los contenidos curriculares de los docentes a los discentes (Pérez y Hernández, 2020). Tanto docentes como discentes, tuvieron que reconfigurar y adaptar las prácticas escolares recurriendo a dispositivos y plataformas digitales (Martín, 2020). A lo sumo, el Ministerio de Educación y Formación Profesional del Gobierno de España facilitó recursos educativos digitales en abierto para la comunidad educativa, que fue recodido positivamente su aplicación hasta por la OCDE (Ministerio de Educación, 2020b). El objetivo de este estudio es analizar el área temática de “Educación Artística” en los contenidos y la metodología de la iniciativa de *Aprendemos en Casa*, a través de los recursos educativos disponibles en la web. De este objetivo construimos un marco metodológico con un abordaje cualitativo de los contenidos con el fin de discutir y reflexionar el material disponible para proponer posibles mejoras en caso de que se volviese a retomar en el futuro. El Ministerio de Educación y Formación Profesional divulgaba los materiales por televisión y por la web, y eran facilitados por editoriales, instituciones ligadas a la educación y por el Centro de Innovación de Educación a Distancia (CIDEAD). Los contenidos se transmitían por franjas de edad y no por nivel escolar, por áreas temáticas y no por asignaturas. En lo relativo al área de Educación Artística, se combinaba los contenidos teóricos con los prácticos recurriendo al juego para motivar y recrear la imaginación de los alumnos (Muñoz, 2003). Los contenidos curriculares adaptados por franjas de edad y no por nivel de enseñanza o curso ponían en cuestión la adecuación de los mismos. Estos fueron elaborados de forma precipitada, teniendo en cuenta el contexto de pandemia y confinamiento en el que se encontraban tanto alumnos como familias. El proyecto en cuestión tuvo una duración de cuatro meses, desde marzo hasta junio de 2020. Posteriormente, en verano el Ministerio de Educación y Formación Profesional español y las comunidades autónomas acordaron la presencialidad segura, descartando cualquier tipo de recurso de enseñanza a distancia en el curso 2020-2021. Una vez recopilados y analizados los datos del área temática de “Educación Artística”, si este formato volviera a retomarse o plantearse por alguna circunstancia en el futuro como apoyo escolar, probablemente sería más enriquecedor para los alumnos que se trataran los contenidos por asignaturas y ciclos escolares. Esta alternativa conllevaría un trabajo más minucioso y laborioso, ya que tendrían que definirse previamente los contenidos, estándares de aprendizaje y competencias básicas de cada materia. Nuestra aportación consiste en una propuesta interdisciplinar que se realice mediante la grabación de píldoras informativas almacenadas en una plataforma. Debería tenerse en cuenta los instrumentos con los que contarían los alumnos en sus hogares para adaptar el currículo y diseñar actividades apropiadas con esta finalidad.

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*Keywords:* crossmediality, cinema, children's literature, historical sources, Oliver Twist

### **Imagine The Future, Educational Perspectives In Cross-media Narratives**

Michela Baldini

University of Florence, Italy

The historiographic approach proposed by the scholars of *Les Annales* in the middle of the last century has undoubtedly contributed to revolutionizing historical research by favouring its opening towards new horizons. The widening and diversification of the range of historical sources on which to draw, the development of new heuristic methods, and an interdisciplinary approach embracing numerous fields of study have made it possible to investigate historical periods in the light of a broader and more complete as complex, lens. The traditional sources typically linked to *histoire événementielle* have been joined by other unconventional sources, other forms of investigation that have begun to gain not only dignity but also an absolute authority of their own (in this regard, not only information from diary records but also autobiographies and oral testimonies come to mind, contents that have proved invaluable in the investigation of controversial historical events). This expansion saw the inclusion in the ranks of research sources of those media that served as a direct source of information such as radio and television and, later, even those that were considered a mere form of entertainment, such as the cinema, which, since the sixties of last century, began to be considered, by its realism, as a documentary source that proposed an unmanipulated image of reality. In this regard, the intertwining of sources and mediums favours the emergence of reflections on the transmediality and crossmediality of narrative forms understood not only as works of pure entertainment but as undeniable documents of historical value, as well as on their points of contact and their differences that provide additional insights into reality. We propose here the analysis of Charles Dickens's *Oliver Twist* and the comparison with its most recent cinematographic declination, the one proposed by Roman Polanski in the 2005 film of the same name. Both works tell the same story but convey different elements that provide information about the style, language, intentions and goals that each author seeks to pursue by establishing an intimately unique relationship with its audience. The book is rewritten with a different expressive medium, that of narration through photographic images in motion that, while following the same plot, tells an entirely different story, not so much about the protagonists as the authors of the work analyzed.

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### **A5 03.1: Educational Technologies**

*Session Chair:* **Georgios Tzartzas**, University of Western Macedonia

*Keywords:* Body, peronism, The Secondary Students Union, Education Technology, physical culture

#### **Educational Technology For Political Education In Peronist Argentina. The Case Of The Secondary Students Union (1953-1955)**

*La Tecnología Educativa Para La Formación Política En La Argentina Peronista. El Caso De La Unión de Estudiantes Secundarios (1953-1955)*

Cecilia Elena Almada

Universidad Nacional de La Plata, Argentine Republic

*Abstract (in English):*

A political movement emerged in Argentina in the mid-1940s, Peronism, which sought to respond to pre-existing social demands in order to build what was called the New Argentina. Between 1946 and 1955, it promoted a government pro-



gram that prosper to model a new citizen profile, a subject more collective than individual, mobilized, politicized, plebiscitarian, organized, disciplined, and literate (Somoza Rodríguez, 1997). Starting in 1953, one of the dispositive created for this purpose was put into operation: the Secondary Students Union (UES in Spanish), which used a set of techniques, methods and objects at the service of shaping the leaders of the future. Different types of technologies were made available to the affiliated students. The architectural technology that transformed the space into a place, turning it into a center of meaning, memory and identity (Malpas, 2015). Two venues were built (one for the men's branch and the other for the women's) that had state-of-the-art infrastructure for the practice of various sports, and a cinema-theater with capacity for 1,500 spectators. One of the venues was equipped with modern medical instruments of specialties such as dentistry, ophthalmology and orthopedics, among others, with the aim of guaranteeing the health of affiliates. In addition, each venue had sports equipment and elements, members were provided with specific clothing for each sport and were instructed with teaching techniques by prestigious teachers. The government used different means of communication, such as the graphic and audiovisual press, to publicize the actions of the student group and created a magazine of the UES, financed with the Ministry of Education budget. The present work analyzes how the UES was a device (de vuelta device) created to transmit political discourses and aesthetic senses (Galak, 2017) through the technologies available for corporal education. The emphasis placed on advanced technology at the service of high school students allows us to glimpse the symbolic meaning attributed to pedagogical objects.

*Abstract (in Language of Presentation) :*

En la Argentina de mediados la década del '40 del siglo XX, surge un movimiento político, el peronismo, que buscó dar respuesta a demandas sociales preexistentes para construir lo que llamó la Nueva Argentina. Entre 1946 y 1955 impulsó un programa de gobierno que buscaba modelar un nuevo perfil de ciudadano, un sujeto más colectivo que individual, movilizado, politizado, plebiscitario, organizado, disciplinado, alfabetizado (Somoza Rodríguez, 1997). A partir de 1953 se puso en funcionamiento uno de los dispositivos creados a tal fin: la Unión de Estudiantes Secundarios (UES), la cual apeló a un conjunto de técnicas, métodos y objetos al servicio de la conformación de los líderes del futuro. Las tecnologías puestas a disposición de las y los estudiantes afiliados eran de diversa índole. La tecnología arquitectónica que transformó el espacio en lugar, convirtiéndolos en centro de significado, memoria e identidad (Malpas, 2015). Se construyeron dos predios (uno destinado a la rama masculina y otro a la femenina) que contaron con infraestructura de última generación para la práctica de deportes variados, y un cine – teatro con capacidad para 1500 espectadores. Se dotó a una de las sedes con moderno instrumental médico en especialidades como odontología, oftalmología y ortopedia, entre otras, con el objetivo de garantizar la salud de las afiliadas. Además, cada sede contó con aparatos y elementos deportivos, y se proveyó a los afiliados con la indumentaria específica para cada deporte y se los instruyó con las técnicas de enseñanza a cargo de profesores de prestigio. El gobierno utilizaba diferentes medios de comunicación, como la prensa gráfica y la audiovisual, para difundir las acciones de la agrupación estudiantil y creó una revista de la UES, solventada con el presupuesto del Ministerio de Educación. El presente trabajo analiza cómo la UES fue un dispositivo creado para transmitir discursos políticos y sentidos estéticos (Galak, 2017) a través de las tecnologías disponibles para la educación corporal. El énfasis puesto en la tecnología de avanzada puesta al servicio de los estudiantes secundarios permite avizorar el significado simbólico atribuido a los objetos pedagógicos.

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*Keywords:* Technical and Vocational Education, social cohesion, educational discourse, employability, syllabus

**The development of Technical and Vocational Education in Greece over the past 50 years: considerations and suggestions.**

Calliope Tsantali, Evangelia Kalerante, Georgios Tzartzas

University of Western Macedonia, Greece

This paper is concerned with the history of Technical and Vocational Education (TVE) in Greece over the past fifty years. Technical and Vocational Education has gained attention after the end of the 2<sup>nd</sup> World War within a broader effort of the Greek state to reconstruct its economy. In this respect, the '60s signify the first institutionalized attempt to develop Technical and Vocational Education in the context of formal secondary education to equip the manpower of the country with necessary qualifications for the technical and industrial sectors that were gradually emerging. At that time, skilled workers were immediately integrated into the labor market. The '70s are distinctive of the appointment of permanent

teaching personnel in technical and vocational schools. Moreover, the graduates are given the opportunity to further their knowledge and skills through Tertiary education. Such reforms indicated that the state considered TVE a significant pillar to boost the primary and secondary sectors and achieve socio-economic progress and growth. In the following years, TVE is offered not only by the Ministry of Education, but also by the Ministries of Mercantile Marine, Health and Tourism as well as by the Manpower Employment Organization. At the same time, private institutes are also established, with Syllabus and infrastructure similar to those of the public technical and vocational schools, under the auspices of the Ministries of Industry, Mercantile Marine and Public Works in various regions of the country depending on local needs and the corresponding economic activity.

The establishment of state bodies about the organization, provision and certification of Technical and Vocational Education and Training, its harmonization with the education system and the implementation of national and European programs along with the corresponding budget management and monitoring of international trends in employment has also reinforced and widened students and young adults' educational trajectories. It can be argued that TVE has been directly linked to employability, economic growth, while it has also been linked to social mobility, equity and social cohesion. Despite the reforms over the course of time and the educational discourse, as it was developed in distinctive time periods, the number of Greek male and female students attending TVE is still low compared to other European member-states. At the same time, the rates of employment for TVE students imply a divergence between the Greek labor market needs and the offered technical and vocational courses of studies. This can be interpreted as lack of certain cognitive technical infrastructure leading to vocational expertise in emerging technological sectors. Considering that the investment in education is directly linked to economic growth, a quality TVE can decisively contribute to this direction through a wide range of applicable qualifications. Technical and Vocational Education, compared to General Education, is more market-oriented. However, in the Greek education system the separation between the two types of education is not straightforward. Syllabus extension and enrichment with more technologically-focused content in combination with a more robust context of apprenticeship could be more efficient in terms of TVE graduates' employability and socio-economic mobility.

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*Keywords:* Children's Literature, Visual Narratives, Adaptations, crossmediality

### **Children's Fiction and Cross-media Storytelling: Past and Present Trends in Adaptations for Childhood and Adolescence**

Dalila Forni

Università di Firenze, Italy

Stories, whether for children or adults, constitute a rich and multifaceted scenario characterized by the interconnections between different narrative formats. From orality to textual writing, to visual storytelling, stories are based on a multiplicity of narrative tools that are closely related to each other. The connections between the different means of storytelling find their origins in past eras: consider for instance how cinema, right from its origins, has borrowed inspiration from literature, adapting stories from one medium to another. Talking about children's literature, adaptations between different formats constitute an intrinsic part of the narrative scenario. Over the years, adaptations have undergone a strong evolution, with a new openness to various media that lead stories to a higher degree of cross-mediality and transmediality. In the twentieth century adaptations for children mainly moved from novels to cinema, today this sector is much broader as stories are developing on multiple levels that make adaptation an increasingly complex art. For example, seriality – a widespread element in our society, increasingly populated by television series and episodic narratives – is constituting a new frontier of adaptation. Thus, no longer novels being turned into films but, for instance, novels becoming graphic novels, and graphic novels being adapted into films or serial works, and so on. This process places plots and narrative tools in a new relationship, and does so by targeting different age groups ranging from childhood through adolescence and adulthood. The cross-media nature of narratives then becomes an important part of today's narrative panorama, constituting a pervasive phenomenon with great educational implications. Stories work on indirect education, which builds precise socially shared models and thus gives shape to values, ideals, perceptions. This proposal seeks to expose new traits and trends in the process of adapting stories for childhood and adolescence from one medium to another. The study aims to investigate the narrative and educational potential of the cross-media universe of storytelling. In order to achieve this goal, some significant examples will be selected and exposed, considering various narratives addressed to different age groups.

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*Keywords:* XIX century, textbooks circulation, editorial market

## **The Construction of the Image of a Bookstore in 19th Century Rio de Janeiro: Circulation of Didactic Books**

*A Construção da Imagem de Uma Livraria no Rio de Janeiro Oitocentista: Circulação de Livros Didáticos*

Bruna Polachini

School of Education - University of São Paulo, Brazil

### *Abstract (in English):*

In this paper, we observe part of the process of textbook circulation in Rio de Janeiro through the analysis of newspaper ads of a bookstore dedicated almost exclusively to books of this type. The Livraria Clássica of the Minho-born Nicolau Alves (1827-1902), settled in Brazil in 1839, was established in 1854 and remained under his management until 1883, when it passed into the hands of Francisco Alves, his nephew and famous bookseller and publisher of the late 19th and early 20th centuries (cf. Hallewell, 2012; Bragança, 2016). We examine the formation and consolidation of the image of this bookstore as a specialist in collegiate and academic books in advertisements in Rio newspapers, especially the *Jornal do Commercio*, between the 1850s and 1880s. According to El Far (2004, p. 41), in the 19th century, it was strategic for publishers to seek out the gaps in the book market, since it was difficult for two or more publishers to be successful with the same readership. In the middle of the 19th century, a period in which school materials were provided by the State, Nicolau Alves chose this public as the focus of his bookstore. The newspaper ads gradually consolidate the image of a bookstore where students and educational institutions could find the most recent and necessary books for the teaching programs in force, often imported from abroad, for low prices, in addition to collegiate prizes, such as medals, for students at the end of the year. In the ads, the bookseller guaranteed to have in his establishment the works used in the courses of several educational institutions, such as: Imperial Pedro II College, Medical School, Military School, Navy School, São Paulo Law Academy, São Bento Monastery, Commercial Institute, among others. Some of the ads were accompanied by a brief or long catalog, which displayed the books sold and also those that started to be edited by Nicolau Alves from mid-1860 on, often with a brief description of the book and the institutions in which they were adopted. Thus, based on the data collected from the newspapers, we will try to understand the relevant role of the book market, specifically in Rio de Janeiro in the second half of the nineteenth century, in the circulation of didactic books.

### *Abstract (in Language of Presentation) :*

Neste trabalho, observamos parte do processo de circulação de livros didáticos no Rio de Janeiro através da análise de anúncios de jornal de uma livraria dedicada quase exclusivamente aos livros desse tipo. A Livraria Clássica do minhoto Nicolau Alves (1827-1902), radicado no Brasil em 1839, foi criada em 1854 e ficou sob sua direção até 1883, quando passou às mãos de Francisco Alves, seu sobrinho e famoso livreiro e editor do fim do século XIX e início do XX (cf. Hallewell, 2012; Bragança, 2016). Examinamos a formação e consolidação da imagem dessa livraria como especialista em livros colegiais e acadêmicos em anúncios nos jornais cariocas, sobretudo o *Jornal do Commercio*, entre as décadas de 1850 e 1880. De acordo com El Far (2004, p. 41), no século XIX, era estratégico que os editores procurassem as brechas do mercado livreiro, visto que dificilmente dois ou mais editores obtinham sucesso sobre um mesmo público leitor. Em meados do século XIX, período justamente em que o material escolar passa a ser fornecido pelo Estado, Nicolau Alves escolhe esse público como

o foco de sua livraria. Os anúncios de jornal paulatinamente consolidam a imagem de uma livraria onde os estudantes e instituições educacionais poderiam encontrar os livros mais recentes e necessários aos programas de ensino vigentes, frequentemente importados do estrangeiro, por preços diminutos, além de prêmios colegiais, como medalhas, para estudantes ao final do ano. Nos anúncios, o livreiro garantia ter em seu estabelecimento as obras utilizadas nos cursos de diversas instituições educacionais, como: Colégio Imperial Pedro II, Escola de Medicina, Escola Militar, Escola da Marinha, Academia de Direito de São Paulo, Mosteiro de São Bento, Instituto Comercial, entre outros. Alguns dos anúncios eram acompanhados de um breve ou longo catálogo, que exibia os livros vendidos e também aqueles que passaram a ser editados por Nicolau Alves a partir de meados de 1860, muitas vezes com uma breve descrição do livro e as instituições em que eram adotados. Assim, a partir dos dados coletados nos jornais, procuraremos compreender o relevante papel do mercado livreiro, especificamente no Rio de Janeiro da segunda metade do século XIX, na circulação de livros didáticos.

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### **A8 03.1: Symbolic Power and Education**

*Session Chair:* **Michaela Vogt**, Bielefeld University

*Keywords:* alternative education, student assessment, evaluation tools and models

#### **The Values Transmission and Skills Development Pedagogy Assessment Model**

*Das Bewertungsmodell der Wertevermittelnden und Fähigkeitsfördernden Pädagogik*

**Judit Langer-Buchwald**

Eötvös Loránd University, Hungary

#### *Abstract (in English):*

József Zsolnai's Values Transmission and Skills Development Pedagogy and Programme is one of the Hungarian alternative programmes that were created from the 1970s onwards as a school experiment to address the pedagogical crisis syndromes of the time in Hungary, and which became widespread in Hungarian public education after the 1989 regime change (Langerné Buchwald, 2020). The Values Mediation and Skills Development Programme (hereinafter referred to as VSP) is a complex programme developed between 1981 and 1993 using the methodology of educational action research (Kiss, 2002), one of the most prominent elements of which is its evaluation model. In examining the evaluation model of the VSP, we have analysed Zsolnai's writings on evaluation to explore the theoretical background of the model: the interpretation of evaluation, the areas of evaluation, the teachers' knowledge, skills and attitudes required for evaluation, the norms of evaluation, the problems of evaluation such as objectivity, reliability and comparability, and the VSP's responses to these problems. We also looked at the practical implementation of the model. On the one hand, we have analysed the pedagogical programme package of the VSP to identify the set of requirements, and on the other hand, we have included documents—notes, parent and teacher information sheets, class journals, and school report books—from the archives of a school that used the VSP between 1990 and 2004 and from the personal legacy of the school principal who was in charge of the school during this period, in order to get a more nuanced picture of the adaptation of the evaluation model to everyday school practice.

The results show that the interpretation of the evaluation within the framework provided by the VSP differed significantly from that of socialist pedagogy. Assessment was seen as one of the teacher's roles, for which activity a set of knowledge, skills and attitudes covering many areas was considered necessary. The norms of assessment prioritised reward, reinforcement, and encouragement, but did not discourage punishment and coercion either. To ensure the objectivity of grading, it was considered necessary to increase the awareness of the students and the parents. To achieve this, the expected performance for each subject was formulated in the publication *Képes vagyok rá!* (I can do it!) according to the given grades. The primary target group was children, and the aim was to encourage pupils, as well as benchmarking and monitoring performance. However, the adaptation to practice has only been partial. The book *Képes vagyok rá!* was only designed for grades 1–3, so its use was widespread only in these grades. In higher grades, this gap has not been filled in. And the compulsory teaching documents, such as class journals and school report books, did not correspond to the assessment model of the VSP, so they were always “overwritten” by hand. Although the evaluation system of the VSP had its shortcomings, its further development and adaptation to today's school practice could have a positive impact on the effectiveness of today's evaluation practices, too.



*Abstract (in Language of Presentation) :*

Die von József Zsolnai konzipierte Wertevermittelnde und Fähigkeitsfördernde Pädagogik ist eines der ungarischen alternativpädagogischen Programme, die – um die pädagogischen Krisensyndrome der Zeit zu lösen – ab den 1970-er Jahren in Ungarn noch als Schulversuche entstanden sind, und die sich nach dem Systemwandel des Jahres 1989 im ungarischen Schulwesen verbreitet haben (Langerné Buchwald, 2020). Das Wertevermittelnde und Fähigkeitsfördernde Programm (im Weiteren ÉKP) ist ein komplexes pädagogisches Programm, das zwischen 1981-1993 mit der Methodologie der Aktionsforschung ausgearbeitet wurde (Kiss, 2002), und das Bewertungsmodell des Programms gehört zu den innovativsten Elementen der Zsolnai-Pädagogik. Bei der Untersuchung dieses Bewertungsmodells wurde einerseits der theoretische Hintergrund des Modells – darunter die Bewertungsauffassung, die Bereiche der Bewertung, die zur professionellen Bewertung nötige Wissensbasis, Kompetenz und Attitüde der Lehrperson, die Bewertungsnormen, sowie die Problematik der Bewertung, wie Objektivität, Reliabilität und Komparabilität, bzw. die im ÉKP-Programm darauf gegebenen Lösungsvorschläge – durch die Analyse von Zsolnai's Schriften über die Bewertungskonzeption erforscht. Andererseits wurde auch die Anwendung des Modells in der Schulpraxis untersucht. Mit der Analyse des pädagogischen Programmpaketes des ÉKP-s wurde einerseits das Anforderungssystem erforscht, und um ein noch detaillierteres Bild über die Adaptierung des Modells in die Schulpraxis zu bekommen, wurden andererseits auch Dokumente wie Aufzeichnungen, schriftliche Informationen für Eltern und Lehrpersonal, Klassenbücher, Schülertagebücher usw. untersucht, die im Archiv einer Grundschule, die das ÉKP-Programm zwischen 1989-2004 verwendet hat, und im Nachlass der damaligen Direktorin der Schule vorzufinden waren.

Anhand der Forschungsergebnisse kann es ausgesagt werden, dass die Bewertungsauffassung des ÉKP-s sich von der der damaligen sozialistischen Pädagogik wesentlich unterscheidet. Die Bewertung wurde als Arbeitsrolle der Lehrperson aufgefasst, die ein umfangreiches Wissens-, Kompetenz- und Attitüdebasis von der Lehrperson erfordert. Bei den Bewertungsnormen wurden die Belohnung, die Bestätigung, die Motivation in den Vordergrund gestellt, aber weder die Bestrafung noch der Zwang wurden abgelehnt. Zur Versicherung der Objektivität, Reliabilität und Komparabilität der Bewertung wurde die Wohlinformiertheit der Kinder und der Eltern dadurch erhöht, dass die erwartete Schülerleistung bei jedem Unterrichtsfach dem Bewertungsskala entsprechend im Buch mit Titel „Ich bin dazu fähig!“ klar formuliert wurde. Die primären Adressaten dieses Buches waren die Kinder, und neben der Kontrolle und des Vergleichs der Schülerleistung war die Motivation der SchülerInnen das Ziel des Buches. Aber die Adaptierung des Bewertungssystems in die Praxis war leider partiell. Das Buch mit dem Titel „Ich bin dazu fähig!“ wurde nur für die Schulstufe 1-3 ausgearbeitet, und deshalb wurden sie nur in diesen Schulklassen verwendet. Die LehrerInnen der höheren Schulstufen selbst haben diesen Mangel nicht behoben. Die vorgeschriebenen Schuldokumenten, wie Klassenbücher und Schülertagebücher waren dem Bewertungsmodell des ÉKP-s nicht angemessen, deshalb wurden sie „überschrieben“, mit der Handschrift korrigiert. Obwohl das Bewertungssystem des ÉKP-s unvollständig ist, könnte seine Weiterentwicklung und Adaptierung in die heutige Schulpraxis eine positive Auswirkung auf die Effektivität der Bewertungssystem der Schulpraxis haben.

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*Keywords:* History of inclusion/exclusion, public discourse, legal anchoring

**Interconnections of Laws and the Discourse Around Inclusion/exclusion. A Comparative Study of SouthTyrol (I) and the Canton of Zurich (CH)**

*Verflechtungen von Gesetzen und dem Diskurs um schulische Inklusion/Exklusion: eine Vergleichsstudie in Südtirol (Italien) und dem Kanton Zürich (Schweiz)*

Annemarie Augschöll Blasbichler<sup>1</sup>, David Labhart<sup>2</sup>

<sup>1</sup>Free University of Bolzano/Bozen, Italy; <sup>2</sup>PH Unterstrass Zürich, Switzerland

*Abstract (in English):*

School integration/inclusion of children with special needs is part of the implicit notions pertaining to democratic societies. The demands for appropriate organizational and methodological-didactical concepts for the schooling system are, for example, regularly made by UNESCO. Nevertheless, the implementation of school inclusion is still limping, inter alia, in the German-speaking area.

The speakers present the first results of an examination regarding the historical development and implementation of school integration and inclusion in two German-speaking contexts which differ considerably by their legal requirements. The research interest lays in the analysis of how school inclusion and exclusion are an obligatory component anchored into the social discourse.

Legal texts are interpreted as actors in the actor-network, which, although being effects of heterogeneous mediations, are also “immutable mobiles” influencing the discourse. In this sense, laws regarding school inclusion can heavily shape objects, opinions and discourses.

The comparison of both areas – South Tyrol (Italy) and the canton of Zurich (Switzerland) – offers the opportunity to reflect upon methodical contrasts concerning the power of laws. Thereby the study provides statements stemming from interviews about the approach towards joint classes for people with or without special needs and various representations of integration/inclusion in the public discourse.

*Abstract (in Language of Presentation) :*

Die schulische Integration/Inklusion von Kindern mit Beeinträchtigung ist Teil impliziter Vorstellung demokratischer Gesellschaften. Die Forderungen nach entsprechenden organisatorischen und methodisch-didaktischen Konzepten für die Schule werden seit Jahrzehnten mit Nachdruck beispielsweise von der UNESCO gestellt. Trotzdem lahmt die Implementation schulischer Inklusion u.a. insbesondere im deutschsprachigen Raum. Die Referenten der Präsentation zeigen erste Ergebnisse einer Untersuchung zur historischen Entwicklung und Implementation schulischer Integration/Inklusion in zwei deutschsprachigen Kontexten, die sich Punkte gesetzlicher Promotion allerdings wesentlich voneinander unterscheiden. Das Forschungsinteresse liegt in einer Untersuchung der Fragestellung, wie die gesetzliche Verankerung der Inklusion als materielles, fixiertes Obligat mit dem gesellschaftlichen Diskurs um schulische Inklusion/Exklusion verflochten ist. Dabei werden Gesetzestexte im Sinne der Akteur-Netzwerk Theorie als Akteure gelesen, die ihrerseits zwar Effekte heterogener Vermittlungen sind, jedoch als „immutable mobiles“ einen Diskurs mit ihrer Mächtigkeit (Kardinalität) prägen. In dem Sinne handelt es sich bei Gesetzen zum Thema der schulischen Inklusion um Objekte, die Meinungen und Diskurse prägen können.

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*Keywords:* Teaching Objects, Learning Spaces, Special Education, Assessment

### **Teaching objects in Special Education in Canada and Germany: A historical comparative analysis of learning spaces' role in assessment, 1950-1980**

John Daniel Allison<sup>1</sup>, Michaela Vogt<sup>2</sup>

<sup>1</sup>Nipissing University, Canada; <sup>2</sup>Bielefeld University, Germany

Decisions and placements connected with the appropriate education of children with special needs in schools in many countries are linked to special education assessment processes. Notwithstanding their importance for the educational career of the child, these procedures additionally depend on many factors. They are often also shaped by the students' pre-existing classroom environment, parental context, and cultural practices. The main goal of the study being presented at this talk is to look at the teaching and learning spaces extant prior to special education assessment procedures being undertaken. These learning spaces (inclusive of technologies and objects) will be examined in their local and historical surroundings by using a historic comparative approach. The qualitative study therefore analyzes pedagogical tools, archival data, and historical objects from Germany and Canada from the 1950s to the 1980s (Csapo and Goguen 1989, Ellis 2018). Relying on these sources, the main questions being asked are the following:

Which educational technologies/educational objects were present in the regular classroom and what impact did the material culture of schools have, if any, on the decision to assess this child?

What conclusions can be drawn about the material school life, how it reflected the idea of normalcy, the learning experience of children in these spaces, and the decision to assess that child for a different placement in the school system.

Can we gain a deeper understanding of the influence of material learning spaces in special education assessment by comparing the different countries?

These questions are answered with reference to a theoretical framework, which refers in parts to Link's (1997) theory of

“normalism” (Link 1997). Under this perspective ideas of normality are present in every society such as visions of the normal nature of a child. Learning spaces present in every classroom implicitly refer to this notion of normalism, and also help construct variations of a normal and abnormal nature of a child, a construct which then follows through to the identification and assessment process. Furthermore, the providence of particular educational objects is seen as socially and culturally driven (Gedda and Wikberg, 2017). The research methods employed in the parallel investigations comprising this study include a historical-contextualizing content analysis (Vogt 2015). With this analysis of educational objects, and learning spaces, the ideals of schooling can be reconstructed as well as the historical, social, and cultural surroundings of these ideas (Polenghi and Meda 2021). Comparing the results from the different countries, the project refers to the idea of deriving a Tertium Comparationis (Bagchi, et al. 2014 , Barton and Armstrong 2007 , Hilker 1962). Regarding the expected outcome of the study, the analysis leads to patterns in the materiality of the regular classroom based on ideas of the normal nature of a child. For children with special needs, these environments were highly choreographed spaces and often challenging to navigate as such. If these spaces are of general relevance in the comparative study or only present in certain countries or cities will be discussed in the talk (Richardson and Powell 2011)(Lawn, Grosvenor, Rousmaniere,1999)(Ragazzini, 1983).

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## **A0 04.1: RESEARCH WORKSHOP**

### **Academic Productions for the Teaching of Authoritarianism.**

#### **Naming and Semanticizing**

**Pablo Pineau<sup>1</sup>, Antonio Romano<sup>2</sup>, Ana Diamant<sup>3</sup>, Aymara Flores Solano<sup>4</sup>, Antonio Fco. Canales<sup>5</sup>,  
Maria do Carmens Martins<sup>6</sup>**

<sup>1</sup>Universidad de Buenos Aires, Argentine Republic; <sup>2</sup>Universidad de la Republica Uruguay; <sup>3</sup>Universidad de Buenos Aires; <sup>4</sup>UNAM; <sup>5</sup>Universidad Complutense de Madrid; <sup>6</sup>Universidad de Campinas

Teaching is an opportunity to nominate. Nominating and transmitting are democratizing gestures, even when the content refers to events, situations or characters that move away from what is socially and politically expected and accepted, reaching the unspeakable, to what was perversely planned so that it would not be known and attempted against lives, material objects and was mostly symbolic. In each attack on the sovereign, in each limitation on democracy, in each

death, in each prohibition, in each burning of books, in each torture, in each disappearance, in each curricular sanction, there is the deliberate attempt to obstruct ideas, cultures, languages, of condemning ways of inhabiting the world considered worthless, dangerous and undignified. Teaching these and other topics is claiming a genealogy of transmission together with an ideological consideration of the meaning of remembering in a task of collective, committed and supportive construction. It commits to take a testimony - in whatever format and support it is - and make it transcend, donate it to new generations so that it can be taken from the present, replacing the past and discussing the future. Teaching is a task of subjectivation in which certainties and doubts, affirmations and hesitations, changes of opinion and assessment are plotted. The story is then made up of told contents and those that are not told, expressions interpreted from histories of events, of lives, of school trajectories, of case studies, of ethnographic investigations that have the purpose of questioning situations, visions about them, assign roles and judgments. This is how the field of recent history, territorial and social cartographies, the pedagogy of memory and the didactics of complexities intersect, generating meanings and disputes between meanings, locating events, documents, testimonies in a series or in several with different organizers. In this encounter it is possible to approach the «reverse» of the official histories, to forms of administration and subversion of power, to stress monumental histories - crystallized, gray - with active histories - plural, nuanced - legalizing the unheard, the little heard. Considering the categories and approaches proposed, this workshop proposes a work session that allows a territorial and temporal tour of cases considered «exemplary» in recent history and education and that deserve to be incorporated into curricular, pedagogical and didactic discourses. As material for analysis, the dossier published in Volume 14 No. 2 of the Fermentario Magazine (2020) Dictatorships, authoritarianism and education in the Ibero-American XX century edited by the Faculty of Humanities and Education Sciences of the University of the Republic will be used. – Uruguay – and the Faculty of Education of the University of Campinas – Brazil - <https://ojs.fhce.edu.uy/-index.php/fermen/issue/view/76> Other specialists on the subject will join the debate, such as Camila Pérez Navarro – Chile, David Velázquez Seiferheld – Paraguay, Joaquim Pintasilgo – Portugal, Pablo Toro Blanco – Chile, Marianne Helfenberger – Costa Rica, Alicia Civera – Mexico and all other interested participants The meeting will demonstrate the long and constant journey of the Permanent Working Group «Authoritarianism and Education» started in 2017 and that until now has made presentations and publications that, while bringing together productions, opens new debates.

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## A1 04.1: SYMPOSIUM

### Material Culture and the Disciplinary Technologies of the History of (Science) Education

#### PART 2

*Keywords:* material culture, science, technological innovation, Latin America, Europe

*Chair:* **Josep Simon** (Universitat de València)

*Discussant:* **Eduardo Galak** (CONICET/UNLP)

Today, Information and Communication Technologies (ICT) are portrayed as the solution to underdevelopment, for their capacity to improve education, business, and good governance. A significant amount of pioneering ICT initiatives for education have found a privileged ground for development in the US, Europe and Latin America to become global. A new literature that critically analyses specific projects in this field is currently burgeoning. Concomitantly, work produced within several disciplines interested in educational research is contributing to dismantle the restrictively presentist understanding of educational ICT as mere computing solutions, in favour of more comprehensive and nuanced definitions. In this novel perspective, educational ICT would be a case study of a *longue durée* history of technologies in the classroom, including items such as blackboards, slide rules, natural science and anatomical specimens, textbooks, student and teacher notebooks, slide and film projectors, television and film, laboratory guides, examinations and tests, programmed instruction manuals, museum and laboratory collections, and teaching machines. Research analysing these technologies and the practices associated with them is still scarce and scattered in several academic fields that do not often interact – among others, science and technology studies, history of education, history of science, history of technology, media studies, museum studies, and contemporary science education. A range of scholars belonging to international research groups such as the Rede Iberoamericana de História da Educação em Ciências (REDiHEC) and national projects such as MUSAUPOL are contributing to bridge the gap between these different disciplinary constituencies. This symposium presents their work.

Since at least the 1950s, historians of science and science museum curators have developed a sustained engagement with material culture for the study of research and teaching in the sciences through technological objects. Consequently, traditional approaches framed by the history of ideas and institutions were progressively abandoned. With the advent in the 1980s of the so-called “practical turn”, and the establishment of international commissions for the preservation and use of science collections, the conceptualization of museological and technological objects found a solid ground in this field of research. In parallel, an important group of scholars have developed a fruitful integration of the aforementioned disciplinary fields with the aim of working towards an “histoire totale” of science education, sharing approaches, tools, and the wide diversity of pedagogical objects converging in the teaching of the sciences. With these aims, this



panel presents a series of case studies dealing with pedagogical objects for the teaching of the sciences in Europe, Latin America and the US and integrating scholarly perspectives from a wide range of disciplinary perspectives.

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### *Presentations of the Panel*

#### **Reflections on Technique and School Education**

*Reflexões sobre a Técnica e a Educação Escolar*

**Kazumi Munakata**

Pontifícia Universidade Católica de São Paulo

“What does it mean to write the history of techniques?” This question comes from Lucien Febvre, in a special 1935 issue of *Annales*, dedicated to the history of technique, “one of those disciplines to be created entirely – or almost” (p. 531). A new *Annales* dossier on the subject would only appear 63 years later, in 1998, under the coordination of Yves Cohen and Dominique Pestre. Between one date and another, the organizers of the second special issue realized that nowadays “neither objects nor people are presented (...), but rather the ‘chains of practices’ whose links can barely be cut into scientific, technical, commercial, political, social practices, so much so that they become confused with each other” (p. 738). Obviously, the intention here is not to retrace this entire history or this difference in the emphasis of analysis. This presentation, proposed as an activity of the Ibero-American Network for the History of Science Education (REDiHEC), seeks to draw together some reflections on technique and its relationship with school education, based on bibliographic research and taking into account two questions that usually involve the theme: technique as innovation and technique as alienation. Regarding the first aspect, it is common to give primacy to innovative techniques that have produced some technological, scientific, social, or economic impact. But as David Edgerton warns in “From innovation to use. Ten eclectic theses on the history of technology”, article in the 1998 edition of *Annales*, “The study of the relations of technology and society must necessarily deal with technology which is in widespread use. However, most writing on the history of technology and on the relations of technology and society is concerned with innovation, with the emergence of new technologies.” (p. 816). The second theme is part of the repertoire of Heidegger (2002) and Adorno (1995) who criticized the technique as a loss of human autonomy, each in their own way. In both cases, technique materializes in objects, artifacts, things, which foster the subsumption of man, reifying him. But these approaches clash with the proposals, for example, of Ong (1998, p. 97), according to which writing is a technology – an ancient and widespread invention, whose “thingness” is difficult to perceive. When referring to literacy practices, Anne-Marie Chartier and Elsie Rockwell (2013) mention “word technology”, resuming the analyzes by Lindmark, Erixon and Simon (2008). Finally, Martin Lawn (1999) speaks of “the classroom as technology” and clarifies, “technology is more than sets of educational objects. Technology can be defined as a tool and an approach. It is the science of the practical, the systematic application of solutions to a practical situation” (pp. 67-68). What these statements highlight is not the technological paraphernalia that floods schools,

or the prescriptions dictated by the holders of pedagogical knowledge (and power), but the daily practices of the teachers who are in the trenches. In this sense, technique is the art of doing.

*Paper Abstract (in Language of Presentation):*

“O que é fazer a história das técnicas?”. A pergunta é de Lucien Febvre, num número especial de *Annales*, de 1935, dedicado à história da técnica, “uma dessas disciplinas a ser inteiramente criada – ou quase” (p. 531). Um novo dossiê de *Annales* sobre o tema só apareceria 63 anos depois, em 1998 sob a coordenação de Yves Cohen e Dominique Pestre. Entre uma data e outra, os organizadores do segundo número especial perceberam que agora não se “apresenta nem objetos ou pessoas (...), mas antes as ‘cadeias de práticas’ cujos elos podem dificilmente ser recortados em práticas científicas, técnicas, comerciais, políticas, sociais, tanto que se confundem umas com as outras” (p. 738). Obviamente, não se pretende aqui retrair toda essa história ou dessa diferença de ênfase na análise. Esta apresentação, proposta como atividade da Rede Ibero-americana de História da Educação em Ciências (REDIHEC), busca alinhar, com base na pesquisa bibliográfica, algumas reflexões sobre a técnica e a sua relação com a educação escolar, levando em conta duas questões que geralmente envolvem o tema: a técnica como inovação e a técnica como alienação. Quanto ao primeiro aspecto, é comum conferir primazia às técnicas inovadoras, que produziram algum impacto tecnológico, científico, social ou econômico. Mas como alerta David Edgerton em “Da inovação aos usos. Dez teses ecléticas sobre a história das técnicas”, artigo da edição de 1998 de *Annales*, o “estudo das relações entre técnica e sociedade deve necessariamente tratar de técnicas que estão em uso largamente difundido. Infelizmente, a maioria dos escritos sobre a história das técnicas e sobre as relações entre técnicas e sociedade trata da inovação e da emergência de novas técnicas” (p. 816). O segundo tema faz parte do repertório de Heidegger (2002) e de Adorno (1995), os quais, cada um a seu modo, fizeram a crítica da técnica como perda da autonomia do ser humano. Em ambos os casos, a técnica se materializa em objetos, artefatos, coisas, que promovem a subsunção do homem, coisificando-o. Mas essas abordagens destoam das propostas, por exemplo, de Ong (1998, p. 97), segundo o qual a escrita é uma tecnologia – uma invenção milenar e amplamente difundida, cuja “coisidade” é difícil de aperceber. Ao referirem-se às práticas de literacia, Anne-Marie Chartier e Elsie Rockwell (2013) mencionam “tecnologia da palavra”, retomando as análises de Lindmark, Erixon e Simon (2008). Por fim, Martin Lawn (1999) fala em “sala de aula como tecnologia” e esclarece: “tecnologia é mais do que coleção de objetos educacionais. Tecnologia pode ser definida como um instrumento e uma abordagem. É a ciência do prático, a aplicação sistemática de soluções para uma situação prática” (pp. 67-68). O que essas afirmações ressaltam é não a parafernália tecnológica que inunda as escolas ou as prescrições ditadas pelos detentores do saber (e poder) pedagógico, mas as práticas cotidianas dos professores que estão na lida. Nesse sentido, técnica é a arte de fazer.

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### **Experiments, Education and Objects: A Comparative Study of Scientific Teaching Tools at the University of Santiago de Compostela (19th-20th centuries)**

**Anxo Vidal Nogueira**

Universitat de València-Universidade de Santiago de Compostela

Experimental demonstrations have played a major role in science education since the 19<sup>th</sup> century, when the science demonstration tradition was introduced in secondary and higher education, reconfiguring the lecture amphitheater and creating new teaching spaces such as educational laboratories. For two centuries, scientific instruments have been a fun-

damental part of science teaching and the principal connection between students and natural phenomena. Their design and uses have suffered many changes throughout this period, according to pedagogical trends, technological resources, and other factors. In this sense, the study of the material culture of science education can offer major insights on the relationship between science education, nature and technology, the kind of experiments used as a representation of nature in each period and the reasons of these changes. The answer to these questions will contribute to unveil educational and philosophical assumptions and preferences across time, as well as technological, institutional and human possibilities and limitations.

In this paper, I present a comparative study of science education instruments from the Physics Faculty of the Universidade de Santiago de Compostela in Spain. This analysis is based on the ongoing effort to catalogue the university's collection of scientific instruments and working towards the development of exhibits and a museum and university heritage project. The collection is composed by a selection of scientific instruments used in research and especially in teaching in that faculty —although with different names and status in the university organization across time— between 1850 and present time, around 500 items —some of them are already catalogued and documented, others have been located, but not catalogued. It is highly possible that other relevant instruments will appear during the project development— preserved in different stores of the university. The collection can be divided in three major groups connected to three different historic periods: the late 19<sup>th</sup> century, the mid 20<sup>th</sup> century, and the beginning of the 21<sup>st</sup> century. The oldest group of objects includes electromagnetic tools such as Nairne's machines, Seebeck engines or Ruhmkorff coils; optic ones like Silbermann apparatus or goniometers; and mechanical demonstration tools such as an Atwood machine. I will compare these objects with more recent analogues, in particular those depicting the same natural phenomena for teaching purposes or presenting similar technological designs while subjected to changing pedagogical practices. I will analyse the differences and similarities between the instruments themselves and the educational practices associated with them. I will connect these differences with the historical context, principally the educational and natural philosophy trends of the different periods and the hegemonic manufacturing companies and practices.

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## **ENOSA: Techno-Nationalism, Science Pedagogy and Educational Industry during the Spanish Dictatorship (1949-1975)**

**Pedro Llovera Segovia**

Universitat Politècnica de València

In 1949, a new company was established in Spain under the supervision of its National Industry Institute. The Empresa Nacional de Óptica S.A. (ENOSA /"National Company of Optics") was originally conceived by the Spanish government as a means to develop military technologies. Since the end of the Spanish Civil War (1936-1939) and until the 1960s, the country was subjected to autarky due to the dictatorial nature of the Spanish regime, and its estrangement from international diplomacy. In this context, through a National-Catholic discourse matching up science, education and technology, the government aimed at developing an economic policy of import substitution industrialization. By the 1960s, ENOSA had turned almost all its production strategy towards educational technologies, especially science kits, experiment sets, visual projection apparatus and industrial, anatomical and natural science models. According to company reports, the production of tools for science teaching by some university workshops and private companies was insufficient to cater for the needs of the national network of primary and secondary schools and the university's teacher training colleges. For more than two decades, ENOSA developed a sustained focus on pedagogical tool production and a privileged relationship with the national ministry of education, leading to the distribution of its equipment all over the country. Among its product design, ENOSA's experiment kits were especially outstanding in this period: They were designed for different areas of the physico-chemical sciences (mechanics, heat, light, electricity, magnetism, electronics, chemical reactions), they contained a series of items made of cheap materials, accompanied by an instruction manual and straightforward procedures to set up experiments. All of these were contained in sturdy metal cases conceived for their safe distribution and storage. A large number of Spanish school pupils were exposed to this technological and educational equipment,

and many scientists who developed their career during the Spanish Transition to democracy (from 1975 on), have vivid memories of the shapes, contents and pedagogical practices associated with them. In this paper, I will analyse the political, educational and technological motivations that led ENOSA to become the major supplier of science teaching tools for Spanish classrooms, I will focus on their product catalogue and production techniques, and will discuss the epistemological implications of designing science kits and experiment sets for classroom use. Finally, I will reflect on the export agenda of this company in Latin America and the decay of its activities in the 1980s with the advent of democratically elected national governments.

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## A2 04.1: Teaching and Society (2)

*Session Chair:* **Dimka Ivanova**, The Paisii Hilendarski University of Plovdiv

*Keywords:* History of Education, teaching, learning, Thomas Aquinas, Disputed questions on the soul

### **Teaching and Learning in the Disputed Questions on the Soul by Thomas Aquinas**

*O Ensino e a Aprendizagem Nas Questões Disputadas Sobre a Alma de Tomás de Aquino*

Terezinha Oliveira<sup>1</sup>, Rafael Henrique Santin<sup>2</sup>

<sup>1</sup>Universidade Estadual de Maringá (UEM), Brasil; <sup>2</sup>Instituto Federal de Educação, Ciência e Tecnologia do Paraná (IFPR), Brasil

#### *Abstract (in English):*

The aim of this paper is to reflect on the Tomasian conceptions of teaching and learning in the context of the medieval University, an institution responsible for the formation of educators in the thirteenth century. The source for the development of this study is the *Disputed Questions on the soul* (2012), which is a set of lessons developed by Thomas Aquinas, probably during his regency in Santa Sabina, between 1266 and 1267, particularly those that refer to the internal senses of the soul, directly responsible for the relationship between the intellect and the environment. In view of the reading of these Questions, we formulated two questions that we consider essential for the field of the History of Education. First, why it was important for the 13th-century university student, the target audience of the disputed Issues, to reflect on teaching and learning. Secondly, we need to think about the relationship between the debate about teaching and learning processes in the 13th century and the society project advocated by the Dominican theologian. The theoretical and methodological principles on which we are based on the analysis of the source are those of Social History, mainly the works of Marc Bloch (2001) and Lucien Febvre (1985). This approach teaches us that we need to consider the object of study from a perspective of totality, observing the complexity inherent in the experience of society in an age far from our own. The Social History presupposes that the study of the past is motivated by issues of the present. Thus, learning about the past opportunizes moments of reflection about people and societies in their essential aspects. The education is an important theme in the works of Thomas Aquinas, especially in the analyses he develops about the intellect which is, according to him, the most important trait of human nature. Thus, all reflection on the action and formation of the person necessarily passes through the question of the intellect. Another relevant point is The Initiative of Thomas Aquinas to participate in a debate that became central in his time involving the understanding of Aristotle's *De Anima*. Indeed, the *Disputed questions on the soul*, in addition to other works, such as *The Unity of the Intellect Against the Averroists* (1999), are important records of the positions assumed by the Dominican theologian before the theory of monopsychism defended by averroistic philosophers, mainly Siger de Brabant and Boecio of Dacia. Thomas Aquinas questioned this theory, arguing that the human soul is formed by a total intellect, that is, an individual intellect consisting of an active potency (active intellect) and a passive potency (passive intellect), put into updating through the action of the external and internal senses. These disputes around the concept of intellect and, therefore, the teaching and learning conceptions, express, in addition to a theoretical confrontation, a political confrontation in which the university's intellectuals participated, thus influencing the didactic-pedagogical training of educators in the thirteenth century.



*Abstract (in Language of Presentation) :*

Esta comunicação tem por objetivo refletir sobre as concepções tomasianas de ensino e de aprendizagem no contexto da Universidade medieval, espaço no qual se formavam os agentes de ensino da época. A fonte para o desenvolvimento desse estudo são as *Questões disputadas sobre a alma* (2012), que é um conjunto de lições desenvolvidas por Tomás de Aquino, provavelmente, durante sua regência em Santa Sabina, entre 1266 e 1267, particularmente as que fazem referência aos sentidos internos da alma, responsáveis diretos pela relação entre o intelecto e o meio. Face à leitura dessas *Questões*, formulamos duas perguntas que consideramos essenciais para o campo da História da Educação. Em primeiro lugar, por que era importante que o estudante universitário do século XIII, público-alvo das *Questões disputadas*, refletisse sobre o ensino e a aprendizagem. Além disso, precisamos pensar sobre a relação entre o debate acerca dos processos de ensino e de aprendizagem no século XIII e o projeto de sociedade defendido pelo teólogo dominicano. Os pressupostos teórico-metodológicos sobre os quais nos pautamos para a análise da fonte são os da História Social, principalmente das obras de Marc Bloch (2001) e Lucien Febvre (1985). Essa abordagem nos ensina que precisamos considerar o objeto de estudo numa perspectiva de totalidade, observando a complexidade inerente à experiência da sociedade numa época distante da nossa. A História Social pressupõe que o estudo do passado é motivado por questões do presente. Assim, aprender sobre o passado oportuniza momentos de reflexão acerca dos homens e das sociedades em seus aspectos essenciais. A educação se configura como um tema importante nas obras de Tomás de Aquino, em especial nas análises que desenvolve acerca do intelecto que é, segundo ele, o traço mais importante da natureza humana. Assim, toda a reflexão sobre a ação e a formação do homem passa necessariamente pela questão do intelecto. Outro ponto relevante é a iniciativa de Tomás de Aquino em participar de um debate que se tornou central em sua época envolvendo a compreensão do *De Anima*, de Aristóteles. Com efeito, as *Questões disputadas sobre a alma*, além de outras obras, como *A Unidade do Intelecto Contra os Averroístas* (1999), são registros importantes dos posicionamentos assumidos pelo teólogo dominicano diante da teoria do monopsiquismo desenvolvida pelos filósofos averroístas, principalmente Siger de Brabante e Boécio de Dácia. Tomás de Aquino questionava essa teoria, argumentando que a alma humana é formada por um intelecto total, ou seja, um intelecto individual constituído de uma potência ativa (intelecto agente) e uma potência passiva (intelecto possível), postas em atualização mediante a ação dos sentidos externos e internos. Essas disputas em torno do conceito de intelecto e, portanto, das noções de ensino e de aprendizagem, expressam, além de um confronto teórico, um confronto político do qual os intelectuais da Universidade participaram, influenciando, assim, a formação didático-pedagógica dos mestres no século XIII.

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*Keywords:* Apprenticeship, History, Visual Anthropology, Memory, Information technologies

**Visual Anthropology and the Teaching of History in School: Building Memory and Identity in the Armed Conflict in Colombia**

*Antropología Visual Y Enseñanza De La Historia En La Escuela: Construyendo Memoria E Identidad En El Conflicto Armado En Colombia*

Rafael Hernandez Castellanos

Universidad Complutense de Madrid, Spain

*Abstract (in English):*

In recent years in Colombia, memory has been a central issue in the justice, peace and reparation processes since the signing of the peace agreement in 2016, putting at the center of the discussion the need to give recognition to the different actors of the conflict victims and victimizers. From this perspective, memory takes on a central place to the extent that it can be rescued and redefined in images and stories that can be reconstructed through visual ethnography in the era of technological mediation. The mass media make up the schemes of reality, to simplify it and make it useful, the question proposed by the student, the State or the institution is not, is that true?, but what is it for? In the context of the commodification of knowledge, the central question is: Can it be sold? And in the context of power: is it effective? (Lyotard, 1984). This simplification of the world through knowledge affects the ability of the subject of learning to develop a critical attitude at school.

Consideration of the role of technological innovation in the management and transmission of knowledge does not in any way exclude reflection on the relevance of the contents of training and even less, on the meaning and purpose of said training (Zabalza, 2000). Therefore, reflection on the teaching of history is necessary, as an argument that questions the social, political and economic order, making visible the different actors that have been silenced. History is an instrument

that allows us to discern between ourselves and others, an instance where there is room for the construction of memory and identity (Carretero, 2007). The culture of subordinate groups passes under new forms of domination of the cultural and electronic market. The old frames of reference work, community, institutions and the labor movement are being displaced by new frames of reference such as: leisure, consumption, merchandise and market relations, promoted from a culture of consumption that constantly proposes the conditions of life and personal fulfillment (Willis, 1994). This paper intends to reflect on the way in which history acquires different meanings and how these stories respond to the interests of social groups to build historical stories as truth, which highlights the use of memory or the lack of it. to perpetuate the permanence in power of some political groups and as in the era of information technologies it acquires different meanings, hence the importance of visual ethnography and the construction of memory in the framework of the Colombian armed conflict. For this, using elements of digital ethnography at the crossroads with the practices carried out in the school, to make visible the memory of the communities and the construction of history from the school, its teaching and the appropriation and transformation of the subjects

*Abstract (in Language of Presentation) :*

En los últimos años en Colombia, la memoria ha sido un tema central en los procesos de justicia, paz y reparación desde la firma del acuerdo de paz en 2016, poniendo en el centro de la discusión la necesidad de dar reconocimiento a los diferentes actores del conflicto víctimas y victimarios. Desde esta perspectiva la memoria cobra un lugar central en la medida que pueda ser rescatada y resignificada en imágenes y relatos que pueden ser reconstruidos a través de la etnografía visual en la era de la mediación tecnológica. Los medios masivos de comunicación conforman los esquemas de la realidad, para simplificarla y hacerla útil, la pregunta que propone el estudiante, el Estado o la institución no es ¿eso es verdad?, sino ¿para qué sirve?. En el contexto de la mercantilización del saber la pregunta central es ¿Se puede vender? Y en el contexto del poder: ¿es eficaz? (Lyotard, 1984). Esta simplicación del mundo a través del saber incide en la capacidad del sujeto del aprendizaje para desarrollar una actitud crítica en la escuela.

La consideración del papel de la innovación tecnológica en la gestión y transmisión del saber no excluye en modo alguno la reflexión sobre la pertinencia de los contenidos de la formación y menos aún, sobre el sentido y fin de dicha formación (Zabalza, 2000). Por lo tanto, se hace necesaria la reflexión sobre la enseñanza de la historia, como un argumento que cuestiona el orden social, político y económico, visibilizando los diferentes actores que han sido silenciados. La historia es un instrumento que nos permite discernir entre nosotros y los otros, instancia donde hay lugar para la construcción de memoria e identidad (Carretero, 2007). La cultura de los grupos subordinados transcurre bajo nuevas formas de dominación del mercado cultural y electrónico. Los viejos marcos de referencia trabajo, comunidad, instituciones y movimiento laboral están siendo desplazados por nuevos marcos de referencia como: ocio, consumo, mercancía y relaciones del mercado, promovidas a partir de una cultura de consumo que nos propone constantemente las condiciones de vida y de realización personal (Willis, 1994). Este escrito se propone reflexionar en torno a la manera como la historia adquiere diversos sentidos y como estos relatos responden a intereses de grupos sociales por construir relatos históricos a modo de verdad, que pone en evidencia el uso de la memoria o la falta de esta, para perpetuar la permanencia en el poder de algunos grupos políticos y como en la era de las tecnologías de la información adquiere diversos sentidos, de ahí la importancia de la etnografía visual y la construcción de memoria en el marco del conflicto armado colombiano. Para ello utilizando elementos de la etnografía digital en cruce con las practicas realizadas en la escuela, para visibilizar la memoria de las comunidades y la construcción de la historia desde la escuela, la enseñanza de la misma y la apropiación y transformación de los sujetos.

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*Keywords:* education, textbook, ideology

**Communist Ideology in English Language Textbooks**

Dimka Ivanova

The Paisii Hilendarski University of Plovdiv, Bulgaria

The era of communist rule in Bulgaria affected everyday life in all parts of the country. It influenced every aspect of public activities, including education. Education as one of the main institutions of society is often used by the ruling government as a tool to manipulate the future generations, due to its role in shaping the impressionable minds of the countries youth.



For example during the years of the communist regime it was required that all children, at a young age, to memorize and be able to recite the contents of a little book which contained rhymes and phrases which were seen as favorable to the government. Foreign language education held a very special place in the Bulgarian educational system during the years of communism. The most common foreign language was Russian which was reasonable in the context of the political map of the time. Beside Russian, French and German were other options which were quite well represented. English language from the other hand was taught in a limited amount of schools.

Communist ideology could be found in every textbook of each subject that was taught in the Bulgarian school system of the time. There was an especially egregious use of politically charged words in books teaching foreign languages. Words and phrases like “brigade”, “pioneer boy/girl”, “meeting of the party”, “the values of the working class” and other such idioms were among the first words to be learnt by students during their first year in Language High School. The use of words like these, especially so early in the process of learning was meant to influence the pupil’s learning experience of the new language. Another one of the glaring aspects of politicization was the absence of the culture which the foreign language was a product of. The entire curriculum was lacking in the background of the foreign language and the relations between its culture and its history. Despite the efforts of the textbook authors to help develop language skills it was a thoroughly difficult to learn the language without live examples of the original spoken language in practice. Communist ideology prevented the usage of original English speech because it was believed that the pupils would be influenced to have sympathy to the Western world. The work will pay attention to the methodology of the past system and is going to highlight the role of the curricula in the process of learning languages. In the paper the conclusions are going to be drawn on the base of proved curricula and will be searched for examples from the textbook as an educational as well as the consequences regarding the use of ideology in the educational process.

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*Keywords:* School books, reading books, Hygiene, Feelings, Emotions

### **Emotions and Feelings In Reading Books: Study on Hygiene Teaching In Felisberto de Carvalho’s Graded Grade**

*Emoções e Sentimentos Nos Livros de Leitura: Estudo Sobre o Ensino Da Higiene na Série Graduada de Felisberto de Carvalho*

Flavia Rezende

Universidade Estadual de Campinas, bolsista CAPES

#### *Abstract (in English):*

This paper presents the doctoral research that has been developed and aims to examine a set of reading books used by primary schools in São Paulo, in the period between the end of the 19th century and the first half of the 20th century, censusing the presence of hygiene in all the works, in order to continue the research that gave rise to the master’s thesis «A sciencia that we should all know»: a study on hygiene in the graduated series of reading Puiggari-Barreto». The set of books that will be examined in this research consists of the series of reading books written by Felisberto de Carvalho. From the analysis, we seek to consider in this research also emotional components, linked to the teachings of hygiene, especially in its relationship with cleanse, with food, with diseases and diseases involving health issues. This analysis is part of the line of the History of Emotions and from the perspective of Cultural History, taking reading books as a source and object of research for the History of Education. The analysis will focus on the set of lessons present in each of the books. We will consider the process of appropriation by the authors of the medical-hygienist discourse in circulation at the beginning of the 20th century, in which the need for moralization of the population’s customs stood out. In the negotiations given to the emotional issues present in the books, we will observe the treatment given also to moral unruly, seeking to understand how they were given in the set of lessons. The presence of hygiene will be registered seeking to understand which hygienic precepts figured directly or indirectly, in the lessons and illustrations. The analysis will question the dimensions of everyday life on which they focused, since the theme would be being carried in books in which the primary purpose was to teach primary school children to read and write. The present work is being carried out with the support of the Coordenação de Aperfeiçoamento Pessoal de Nível Superior - Brasil (CAPES) - Financing Code 001.

#### *Abstract (in Language of Presentation) :*

Este trabalho apresenta a pesquisa de doutorado que vem sendo desenvolvida e que tem como objetivo examinar um conjunto de livros de leitura utilizados pelas escolas primárias paulistas, no período compreendido entre o final do século

XIX e primeira metade do século XX, recenseando a presença da higiene no conjunto das obras, a fim de dar continuidade à pesquisa que deu origem a dissertação de mestrado “«Uma sciencia que todos devemos conhecer»: um estudo sobre a higiene na série graduada de leitura Puiggari-Barreto”. O conjunto de livros que será examinado nesta pesquisa compõe a série de livros de leitura escrita por Felisberto de Carvalho. A partir da análise, busca-se considerar nesta pesquisa também componentes emocionais, atrelados aos ensinamentos da higiene, principalmente na sua relação com o asseio, com a alimentação, com as doenças e os males envolvendo as questões de saúde. Esta análise insere-se na linha da História das Emoções e na perspectiva da História Cultural, tomando os livros de leitura como fonte e objeto de pesquisa para a História da Educação. A análise terá como foco o conjunto de lições presentes em cada um dos livros. Consideraremos o processo de apropriação, por parte dos autores, do discurso médico-higienista em circulação no início do século XX, no qual se destacava a necessidade de moralização dos costumes da população. Nas tratativas dadas às questões emocionais presentes nos livros, observaremos o tratamento dado também aos desregramentos morais, buscando perceber como se davam no conjunto das lições. A presença da higiene será recenseada buscando perceber quais os preceitos higiênicos que figuravam de forma direta ou indireta, nas lições e nas ilustrações. A análise irá interrogar acerca das dimensões da vida cotidiana sobre as quais eles incidiam, uma vez que a temática estaria sendo veiculado em livros na qual a finalidade primeira era ensinar as crianças das escolas primárias a ler e a escrever. Cabe destacar que o presente trabalho está sendo desenvolvido com apoio da Coordenação de Aperfeiçoamento Pessoal de Nível Superior - Brasil (CAPES) - Código de financiamento 001.

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### A6 04.1: Teaching and Society (3)

*Session Chair:* **Tatiana de Andrade Fulas**, Pontifícia Universidade Católica de São Paulo

*Keywords:* Édouard Claparède, New Education, Jean-Jacques Rousseau Institute, Pedagogical Trips, L'Éducateur

#### **Cinquante Jours au Brésil: Trip Reports of Édouard Claparède (1930)**

*Cinquante Jours au Brésil: Relatos da Viagem de Édouard Claparède (1930)*

**Laís Paula de Medeiros Campos Azevedo<sup>1,2</sup>, Olívia Morais de Medeiros Neta<sup>1,2</sup>**

<sup>1</sup>UNIVERSIDADE FEDERAL DO RIO GRANDE DO NORTE, Brazil; <sup>2</sup>INSTITUTO FEDERAL DE EDUCAÇÃO, CIÊNCIA E TECNOLOGIA DO RIO GRANDE DO NORTE, Brazil

#### *Abstract (in English):*

In the History of Education, the trips made by educators reflect their intentions to observe, learn, analyze, compare, propose, disclose, prescribe, and organize. A diversity of documents can recount the experience of these trips, namely: official reports, personal records, photos, letters, diaries, postcards and reports published in books or journals. Above all, in historical research, travel reports allow us to travel and transit through the same spaces that the traveler covered and to understand the traveler's intentions. In the historiography of Brazilian education, several works are dedicated to the trips made by Brazilians to get to know and study in other countries. In this study, we propose to take the opposite route. The Swiss psychologist and physician Édouard Claparède traveled to Brazil in 1930. About this trip, he published a report entitled *Cinquante jours au Brésil* in the Journal *L'Intermédiaire des Educateurs*, belonging to the Jean-Jacques Rousseau Institute, in April 1931. In this study, we intend to answer the following questions: what are the meanings of the report of Claparède's trip to Brazil? What is the route of the trip and what are the intellectual's impressions? Thus, this article aims to analyze the account of Claparède's trip to Brazil. This is because, based on his account, we seek to identify details about his journey, the places he visited and the individuals he met. Édouard Claparède (1873-1940), a graduate of the Geneva Medical College (1897), devoted himself to the field of experimental and child psychology, publishing several books, and was the founder of the Jean-Jacques Rousseau Institute in 1912 in the city of Geneva. This institute became a major training and research center that attracted educators from several countries, including Brazilians, in the first decades of the XX century. The Institute was constituted as a space for New Education and for the defense of changes in education, with the purpose of providing a scientific character based on the contributions of psychology. By expanding our view of the document and, consequently, of the trip, we also turn to the records of the trip in the Brazilian press. Accordingly, our theoretical and methodological contribution is mainly formed by Michel de Certeau's contributions about the triad made up by the place of speech, practice and writing, besides the understanding that the author provides of the report as a practice of space. In turn, Carlo Ginzburg shows us the path of research through the indicative paradigm. For example, the clues left by Claparède in his account point to the existence of an exchange of mailings with Brazilian intellectuals, in addition to his friendship and professional relationship with Hélène Antipoff, a Russian psychologist and educator living in Brazil; the path of the intellectual, his place of origin, not only the city or country, but his institutional affiliation, as well as the support chosen to record and publicize the trip.

*Abstract (in Language of Presentation) :*

Na História da Educação, as viagens realizadas por educadores refletem as suas intenções de observar, conhecer, analisar, comparar, propor, divulgar, prescrever e organizar. Uma diversidade de documentos pode recontar a experiência vivenciada nessas viagens, a saber: relatórios oficiais, registros pessoais, fotos, cartas, agendas, cartões postais e relatos publicados em livros ou em periódicos. Sobretudo os relatos de viagem permitem, na pesquisa histórica, viajar e transitar pelos mesmos espaços que o viajante percorreu e entender as suas intencionalidades. Na historiografia da educação brasileira, diversos trabalhos dedicam-se as viagens realizadas por brasileiros para conhecer e estudar em outros países. Nesse estudo, nos propomos ao percurso inverso. O psicólogo e médico suíço Édouard Claparède realizou, no ano de 1930, uma viagem ao Brasil. Sobre essa viagem, publicou um relato intitulado *Cinquante jours au Brésil* na Revista *L'Intermédiaire des Educateurs* do Instituto Jean Jacques Rousseau em abril de 1931. Neste estudo, intencionamos responder aos seguintes questionamentos: quais os sentidos do relato da viagem de Claparède ao Brasil? qual o percurso da viagem e quais as impressões do intelectual? Assim, este artigo objetiva analisar o relato da viagem de Claparède ao Brasil. Pois, a partir do seu relato, buscamos identificar detalhes sobre a sua travessia, os lugares que visitou e os sujeitos que encontrou. Édouard Claparède (1873–1940), formou-se pela Faculdade de Medicina de Genebra (1897), dedicou-se ao campo da psicologia experimental e da infância, publicando diversos livros, e foi o fundador do Instituto Jean Jacques Rousseau no ano de 1912, em Genebra. Este instituto tornou-se um grande centro de formação e pesquisa que atraiu educadores de diversos países, inclusive brasileiros, nas primeiras décadas do século XX. O Instituto constituiu-se como um espaço da Educação Nova e da defesa de mudanças na educação, com o intuito de conferir um caráter científico a partir das contribuições da psicologia. Ao ampliar nosso olhar sobre o documento e, conseqüentemente, sobre a viagem, nos voltamos ainda para os registros da viagem na imprensa brasileira. Nosso aporte teórico-metodológico, deste modo, é formado, principalmente, pelas contribuições de Michel de Certeau acerca da tríade formada pelo lugar de fala, prática e escrita, além da compreensão que o autor fornece do relato como uma prática de espaço. E Carlo Ginzburg nos indica o caminho da pesquisa por meio do paradigma indiciário. As pistas deixadas por Claparède em seu relato apontam, por exemplo, para a existência de uma troca de correspondências com intelectuais brasileiros, além da sua relação de amizade e profissional com Hélène Antipoff, psicóloga e educadora russa, radicada no Brasil; o percurso do intelectual, seu lugar de origem, não apenas a cidade ou país, mas sua filiação institucional, bem como o suporte escolhido para o registro e publicização da viagem.

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*Keywords:* book history, schools' material culture, disability history, blindness

**Inkless Pages: The Technology of Book Publishing Industry and the Literacy of the Blind**

Tatiana de Andrade Fulas

Pontifícia Universidade Católica de São Paulo, Brazil

Printing books for the blind began in 1784, with the foundation of the first institute in France. There were no textbooks available for the students' literacy, so the director Valentin Haüy developed typefaces with the printer Jacques-Gabriel Clousier, which pressed on paper, engraved the letters in relief for tactile reading. The first book printed in this technique was produced by the blind students in Clousier's typography, who later structured a workshop inside the institute. The profession of typographer would then become part of the list of manual activities taught to inmates. At the beginning of the 19th century, the French institute was a world reference. It became a place of visitation for traveling-researchers who wanted to replicate the experience in their countries. They took back the printed books in their luggage and recorded their observations on printing techniques. However, the publication of works with raised letters required a large volume of paper, a higher cost input in the book production chain. Finding a more economical printing method, using an alphabet that took up less space on the page, became a great challenge for typographers at the time. Faced with these facts, we ask ourselves: how has the technology of the publishing industry favored the printing of books for the blind? What techniques, machinery, and materials were developed and improved? What was the impact of the economic variable on the production of these books? How did economic forces influence the pedagogical practices of the blind's literacy? How was the relationship between technology and disability in the education of this period? The sources used in this study

are reports from institutes, conference proceedings, periodicals, administrative memos, accounting records, catalogs, and correspondence collected from archives in the US, England, Scotland, and France. Based on the social history of the book, we analyze the book publishing chain for the blind concerning their technical characteristics of editing and printing from an economic, social, intellectual, and cultural perspective. We will demonstrate the techniques used in the printing of books within the institutes, which included not only the prior literacy of the students to handle the typographic characters but also a work that required a particular position of bodies and hands to operate the machines. Motivated by the emergence of a new reader, mechanics and engineers adapted the presses for better embossing. They implemented printing on damp paper, which required the insertion of drying machines before binding. There was also a change in metallurgical techniques, such as revising metal alloys to create more resistant typefaces to the press. The book trade mobilized an extensive network of contacts in the publishing chain – from the punch cutter to the missionary who took the books to the colonies. Following the transnational history and comparative history perspective, we analyze the connections between different actors from different geographic spaces who established relationships beyond their border areas, revealing a global phenomenon of technology transfer, production, circulation, and consumption of books for the education of the blind.

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*Keywords:* Funding education, financing education, primary schools, education history, 19th century, comparative studies

### **Singularities and Generalities of the Founding and Financing Process of the First Primary Schools in New Granada and Sweden: 1830-1853**

John Cardenas-Herrera

Universidad de San Buenaventura, Bogota, Colombia

This paper aims to characterize and analyze the singularities and generalities of the founding and financing process of the first primary schools in the early Republic of New Granada, the name given to the current Republic of Colombia between 1830 and 1853, after the independence war. The financial efforts of the new authorities in matters of education, in the midst of the fiscal precariousness of the nascent republic, burdened by the debts left by the war of independence, are explained by the faith that the first rulers had in the role of the education in the process of transition from a Hispanic colony to an independent republic and in the process of transforming the former colonial vassal into a republican citizen. The methodology followed to characterize and analyze the singularities and generalities of the founding and financing

process of the first primary schools in New Granada is to carry out a comparative exercise with what happened, at the same time, with the founding and financing process of primary schools in Sweden, in order to establish what is common and what is specific in the experience of New Granada, using a mixed approach that takes into account qualitative elements of comparative history and quantitative elements of economic history. The relevance of the study is to establish the ways in which government authorities and, above all, the population of New Granada and Sweden assumed the financing of the founding process of the first school system in both countries.

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Tuesday, 06/Sept/2022

## A1 05.1: Material Histories of School Objects

Session Chair: [Elisabetta Patrizi](#), University of Macerata

*Keywords:* school library, schoolbook, school curriculum, educational devices, Italian school history.

### The school library as an educational device. The case of the Giacomo Leopardi National Boarding School Library in Macerata

[Anna Ascenzi](#), [Elisabetta Patrizi](#)

University of Macerata

Historical-educational research has now amply demonstrated that the school book is an educational medium, but this approach has never been applied to school libraries which, far from being a mere repository of books accumulated over time, responded to educational policies at national level and were built on the basis of cultural standards and educational paradigms, sometimes applied naively and accidentally, other times carefully studied and responding to precise pedagogical purposes. This assumption can be demonstrated by analyzing the history of Italian school libraries which, although with many difficulties never completely resolved, began with the 1859 Casati Law (the founding law of the Italian school system) and which experienced a significant turning point in the early twentieth century, when the first state funding for the foundation of school and class libraries arrived. During the Fascist Era there were numerous circulars aimed at placing school libraries under government control, followed in 1929 by the establishment of the National Body for Community and School Libraries (ENBPS). A further relevant political intervention, but of an opposite nature, took place in the post-war republican phase, when during the 1960s and 1970s a series of ministerial measures were launched to promote the establishment and implementation of school libraries, considered essential to fill the lack of educational opportunities among the working class, whose houses still contained very few books. But only during the 1980s and 1990s, despite the lights and shadows on the actual fallout of many initiatives, the school library began to be conceived as a support tool for teachers' activities and a stimulus for the development of students' critical thinking. The national history of school libraries is reflected in the long history of the school library at the Giacomo Leopardi boarding school in Macerata, which we intend to examine in this contribution. This school was founded in 1862 as a local institution, was nationalized in 1886 and is still active today. In 1915, the boarding school was equipped with a school library, which continued to grow over the following decades until it reached over 2000 units. This wealth of reading material, which has remained intact over the years, allows for different levels of interpretation:

- typological (to appreciate the composition of the library, identify the literary genres represented and estimate their weights in percentage terms);
- visual (which is reflected in the iconographic apparatus of the text);
- chronological (to evaluate the elements of continuity and discontinuity of the works present in relation to the main phases of the Italian school history);
- authorial (to check for the presence of Greek and Latin classics, authors of nineteenth-twentieth-century manuals, authors of children's literature, etc.).

This case study closely analyzes a school library from a historical-educational point of view, so as to evaluate not only its quantitative and material data (author, title, year of edition, editorial format), but as an educational device, generated by an educational project that has accompanied, for better or for worse, the evolution of a school with a decades-long history.

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*Keywords:* WWII, weapons, tool, military preparation, Hungary  
**The Weapons as Pedagogical Tools in Hungary in the 1940s**

Szilárd Mohr

University of Pécs, Hungary

Under the post-World War I peace treaties, the size of army of Hungary was reduced in significant measure, as well as the general conscription was banned. As a result of these provisions, efforts were made to prepare the population for national defense. Within this framework, the role of education increased. A very spectacular element of the defense or military training of the youth was the establishment in 1921 of the Levente Movement, an out-of-school youth organization specifically for the organization of defense education for students. This replaced the general obligation of defense. Within the movement, students learned body and marching exercises and the use of weapons from disarmed military personnel.

Later in the 1930s, with the change in international politics, defense education became more and more open, and the Ministry of Defense wanted to gain more and more influence over the control of students. As part of this, military training was first introduced to schools through physical education in the late 1930s. Then the new defense law passed in 1939 made the Levente Movement obligatory for schoolchildren, so the defense education and military training of students started to gain more importance in the schools. Among others, this was due to the fact that the Minister for Religion and Public Education wanted to regain full control over the children. As part of this, in addition to the growing importance of physical education classes for military training, a new subject was introduced in 1942, namely defense education. Defense education, including actual military preparatory sessions, also required new teaching aids, which were the various weapons. It became part of the military preliminary of students that they performed their duties with training weapons (e.g., wooden rifles, practicing hand grenades) and the oldest students with sharp firearms. Both within the Levente Movement and within the subject of defense education. The former was specifically a practical preparation, while the latter contained, abreast to theoretical and ideological content, practical training elements. Thus, for example, learning about weapons and arms. In my presentation, I would like to show exactly what tools, ie training and sharp weapons, became educational aids in the military training of students, and what practical training elements they used during the Second World War in Hungary.

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*Keywords:* pedagogical object, school book, Collodi, technology for education

**Carlo Collodi And The Renewal Of Scholastic Publishing In The Second Half Of The XIX Century**

Teresa Gargano

University of "Roma Tre", Italy

Immediately after the Unification of Italy, with the institution of compulsory school and the start of the difficulties work of schooling, the adoption of the school book became fundamental as a teaching tool. Initially conceived in adherence to ministerial norms, the school book is actually a very complex object. In the wide range of texts adopted, all school programs for elementary school between 1860 and 1923 assigned a significant and very important role to the reading book. The didactic centrality of the reading book stands in its ability to convey values effectively, in its valuable contribution to the formation of a national language and consciousness, and in the fight against illiteracy. In relation to the nineteenth-century educational project, the textbook was born with moralistic, redundant, and often rhetorical characters; but then, it opens up to broader didactic, literary, and cultural perspectives in response to new social, civic, and pedagogical needs. This evolution appears evident, for example, in the updating of *Giannetto* di Parravicini by Collodi, pseudonym of Carlo Lorenzini. *Giannetto* was in fact one of the main and most significant points of reference for teaching how to read during Risorgimento period. With the publication of *Giannettino* first, and of the entire series of his adventures and those of his friend Minuzzolo later, texts that were also adopted in the classroom, Collodi manifested his innovative intentions in the field of children's literature and a greater understanding of the new needs of his young public of students, which can be seen in the singular characterization of the pedagogical objects, the school atmosphere and the illustrations. Since then, the evolutionary process of the school textbook has never stopped and has undergone a significant impulse with the new digital technologies. In line with the legislative proposal and with the reconfiguration of educational processes, there has been a widespread and lasting innovation of teaching and learning practices, starting from

the integration of digital environments and multimedia languages in and out of the classroom, up to modifying the configuration and characteristics of the textbook. Today, in addition to reading the texts on digital supports, we can interact directly with them through platforms designed to promote a more active and collaborative teaching. This contribution intends to look at the school book in its varied and multiple physiognomy, through the exploration of Collodi's texts for children, mentioned above, without excluding *The Adventures of Pinocchio*. The study of this fundamental text for today's educational contexts will be updated with the help of Philoeditor, a digital platform at the service of education and philological investigation. The framework that we want to provide is aimed at identifying the school book not only as a tool for the education of young people, but as a valuable document to understand the aspects that characterize a certain social and cultural climate, the reflections of governmental orientations and the evolution of pedagogical approaches matured in school systems.

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*Keywords:* School of the Sea, school library, children's literature, written culture, progressive education

### **On the Pedagogical Uses of Children's Literature at the Escuela Del Mar in Barcelona (1922-1938)**

*Sobre Los Usos Pedagógicos de la Literatura Infantil en la Escuela Del Mar de Barcelona (1922-1938)*

Jordi Garcia Farrero, Àngel Pascual i Martín, Ferran Sánchez Margalef

University of Barcelona, Spain

#### *Abstract (in English):*

This year marks the centenary of the creation of the Escuela del Mar, directed by Pere Vergés (1896-1970) and located on one of Barcelona's beaches. Its foundation has to be framed in a local reality that presented abundant cases of childhood tuberculosis (Cañellas & Toran, 2020) and in the movement of pedagogical renewal that took place during the first third of the 20th century promoted by institutions such as the Mancomunitat de Catalunya (1914-1925), the Comissió de Cultura (1915) or the Patronat Escolar (1922). All this was also made possible by the emergence of a generation of teachers who knew how to construct a modernising pedagogical narrative, connected with the discourses and practices that were being carried out at the same time in different European countries. This is the importance of the study trips granted by the Barcelona City Council and the Junta para Ampliación de Estudios e Investigaciones Científicas, and for this reason it is necessary to place this educational experience - violently interrupted by one of the bombings during the Spanish Civil War (1938) although its legacy continues today far from the beaches of Barcelona - within the framework of international contexts and taking into account the analysis of networks or networks of relations (Cunningham, Fuchs, Lindmark, Vidal).

The Escuela del Mar represents an educational innovation of Scholanoivist origin that connects with other international experiences, i.e. the *Waldschule* in Germany, the *Open-school* in England, the *École de plein air* in France or the *Outdoor school* in the United States (Châtelet, Lerch & Luc, 2003). The fact of locating the practices in a natural environment, with

the construction of a beautiful building designed by the architect Josep Goday, acquires pedagogical status from the moment it allows children to achieve physical, intellectual and social development that is paidocentric, vitalist and hygienist. These ideas, on the whole, were very much present in the institutionist environment, as is confirmed in the work of Domingo Barnés' *Escuelas al Aire Libre* (1910), which served to propagate educational initiatives of this nature with the intention. The international congresses of open-air schools held during the period under study are also important: Paris (1922), Brussels (1931) and Bielefeld (1936). In the light of the above, the focus of this paper is on one of the central spaces of the Escuela del Mar of Barcelona: the library. The intention of this paper is twofold: on the one hand, to record and analyse the books chosen so that the pupils could have access to culture (Escola del Mar, 1936) and, on the other, to examine the modality and the space chosen for reading, which took place mainly in the open air, in accordance with the characteristics of the school building. All this pursued a type of social life that understood written culture as a fundamental element for forging useful citizens for society through the acquisition of a sense of responsibility (Saladrigas, 1988).

*Abstract (in Language of Presentation) :*

Este año se conmemora el centenario de la creación de la Escuela del Mar dirigida por Pere Vergés (1896-1970) y situada en una de las playas de Barcelona. Su fundación tiene que enmarcarse en una realidad local que presentaba abundantes casos de tuberculosis infantil (Cañellas & Toran, 2020) y en el movimiento de renovación pedagógica acaecido durante el primer tercio del siglo XX promovido por instituciones como la Mancomunidad de Cataluña (1914-1925), la Comisión de Cultura (1915) o el Patronato Escolar (1922). Todo ello también fue posible por la irrupción de una generación de maestros que supieron construir un relato pedagógico modernizador, conectado con los discursos y las prácticas que se estaban llevando a cabo contemporáneamente en diferentes países europeos. He aquí la importancia de los viajes de estudios becados por el Ayuntamiento de Barcelona y la Junta para Ampliación de Estudios e Investigaciones Científicas y, por este motivo, es necesario ubicar esta experiencia educativa -interrumpida violentamente a causa de uno de los bombardeos realizado durante la Guerra civil española (1938) aunque su legado continua actualmente lejos de las playas de Barcelona- en el marco de contextos internacionales y teniendo en cuenta el análisis de *networks* o redes de relaciones (Cunningham, Fuchs, Lindmark, Vidal).

La Escuela del Mar representa una innovación educativa de origen escolanovista que conecta con otras experiencias internacionales, es decir, la *Waldschule* de Alemania, la *Open-school* de Inglaterra, la *École de plein air* de Francia o la *Outdoor school* de los Estados Unidos (Châtelet, Lerch & Luc, 2003). El hecho de ubicar las prácticas en un medio natural, con la construcción de un edificio bello ideado por el arquitecto Josep Goday, adquiere categoría pedagógica desde el momento que permite que los niños y niñas puedan alcanzar un desarrollo un desarrollo físico, intelectual y social paidocéntrico, vitalista e higienista. Ideas, en conjunto, bien presentes en el ambiente institucionista como se confirma en la obra de *Escuelas al Aire Libre* (1910) de Domingo Barnés que sirvió para propagar iniciativas educativas de esta índole con la intención. También tienen su importancia los congresos internacionales de las escuelas al aire Libre celebrados durante el periodo de tiempo estudiado: París (1922), Bruselas (1931) y Bielefeld (1936). A tenor de lo expuesto, el foco de esta comunicación se dirige a uno de los espacios centrales de la Escuela del Mar de Barcelona: la biblioteca. La intención de la comunicación que se presenta es doble: por un lado, registrar y analizar los libros escogidos para que sus alumnos pudieran acceder a la cultura (Escola del Mar, 1936) y, por otro, examinar la modalidad y el espacio escogido para la lectura que se producía principalmente al aire libre conforme a las características del edificio escolar. Todo ello perseguía un tipo de vida social que entendía la cultura escrita como un elemento fundamental para forjar ciudadanos útiles para la sociedad a través de la adquisición del sentido de la responsabilidad (Saladrigas, 1988).

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## A4 05.1: Politics of Educational Technologies

Session Chair: [Yana A. Volkova](#), RUDN University

*Keywords:* Globalization of Sesame Street, Sesame Street in East Asia, Children's Television Workshop, Sesame Street for teaching English, the uses of educational technology

### **Big Bird teaches English: The Globalization of Sesame Street in East Asian Countries**

[Woo Yeong Kim](#)

Arizona State University, United States of America

*Sesame Street*, one of the most successful educational broadcasting programs, was launched in the United States in November 1969 by Children's Television Workshop (CTW). *Sesame Street* was one of the popular, successful programs in the U.S. that had pursued both various educational goals and entertainment purposes for preschool children. Since the beginning of its globalization, *Sesame Street* has been broadcast in other countries with two dominant formats: Co-production and Open Sesame.[1] The purpose of this study is to highlight the unique role of *Sesame Street* in Korea and Japan. Unlike the globalization strategies of *Sesame Street* to Latin America and Europe,[2] Korean and Japanese educators had a different idea for broadcasting this show from broadcasters in other countries. They focused on the potential role of *Sesame Street*: television programs for teaching English. Therefore, they expanded the target audience from children to secondary students and published new educational materials for students' English learning in formal schooling. In this study, I use the archival records of the Children's Television Workshop (CTW), which conducted the globalization strategies of CTW in foreign countries. CTW records at the University of Maryland include reports and letters between CTW and education policymakers in Japan and South Korea with discussions of operations and strategies of CTW to expand *Sesame Street* to East Asian countries in the early 1970s. These records add the local context of educational broadcasting in South Korea and Japan, so we can understand the responses of East Asian educators and policymakers to the potential of educational programs to promote schooling. This will help tell another story about *Sesame Street*: how different societies adapt the uses of educational technology. *Sesame Street's* globalization in East Asian countries represents another format of the globalization of educational television, a critical example of technology. The cases of Korea and Japan show an example that how the local government's policy preferences changed the purpose of broadcasting, from promoting preschool education to teaching English for secondary students. In this context, this new type of globalization of *Sesame Street* shows a different example that how the influence of *Sesame Street* could be changed by the policy context of local countries.

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Wooyeong Kim is a Ph.D. candidate in Educational Policy and Evaluation at Mary Lou Fulton Teachers College, Arizona State University. His research focuses on the history of educational broadcasting and how educational broadcasting has influenced U.S. educational aid programs in the Cold War era.



*Keywords:* television, culture, educational broadcasting, United States  
**Television and the Education-Culture Divide in the United States**

[Sherman Dorn](#)

Arizona State University, United States of America

American public broadcasting history has an evolving border between education and culture. As the embodiment of technology and as media of mass influence, the national broadcast era for radio and television marginalized the public sphere in the U.S., and yet educators consistently pushed and eventually succeeded in carving out a literal slice of the FM band for noncommercial radio and a set of several hundred channels reserved for noncommercial television. This public broadcast sphere was referred to as educational radio and educational television, and deservedly so: Midwestern universities ran the only noncommercial radio survivors through the Depression, universities and national education industry groups were key players in arguing for reservations of first FM radio and then television for noncommercial purposes, and even today, two thirds of National Public Radio stations are licensed to colleges and universities. The dividing line between education and culture is highly contextual, and looking at an arena different from brick-and-

mortar schools helps us understand the relevant influences. Internationally, education is far more closely allied with culture than its institutional position usually sits in the U.S. – represented mostly obviously by UNESCO as an international organization. This paper uses the history of public broadcasting in the United States to explore the education-culture boundary, with the two decades after 1965 as a focus – how the rise of “public television” as a term and institutional structure did not end the earlier connection with education. We know from the work of Larry Cuban, Victoria Cain, and others how little television changed American school systems. The finding of this paper adds a twist on that literature: Educational television failed to change schools but absolutely changed culture. Relying primarily on archival research at the major broadcasting collections of the Wisconsin Historical Society and the University of Maryland, the paper will have three sections. First, it will explore educational television’s place at the intersection of culture and education, with three examples: the broad definition of education including high culture among early public broadcasters, such as Hartford Gunn; the invention of “public television” as a term in 1967, and the institutional legacy of station licensing. The second section of the paper will focus on the role of the Corporation for Public Broadcasting as a Congressionally-chartered quasi-nongovernmental organization, its consistently marginalized position in broadcasting that has both been a convening site for public broadcasters and an organization that consistently played along the border between education and culture. From the Carnegie Commission on Educational Television (1965–1967) through a 1981 task force initiating the CPB/Annenberg project, there were six internal or external major reports that addressed the relationship between public broadcasting and education. The final section of the paper will address programming that straddled the line between education and culture: *Sesame Street* and *Reading Rainbow* for children, the CPB/Annenberg project for adults, and WGBH as a flagship station that produced a range of popular programming that represented both the best of public television and also the fragmentation inherent in what continues to be educational television.

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*Keywords:* foreign language teaching (FLT), educational technology, ideology, the Soviet period

### **The Role Of Ideology In The Development Of FLT Technologies In The Soviet Union**

Yana A. Volkova

RUDN University, Russian Federation

In the Soviet Union, the educational system at all levels was completely controlled by the regime, since it was the most effective way to promote the communist ideology and enhance its power. The educational system in the USSR was centralized and regulated by the Communist Party which oversaw all aspects of scholarship and teaching in the humanities and social sciences. The situation with teaching foreign languages was no exception. The paper explores the influence of the communist ideology on teaching foreign languages in the Soviet Union at different times of its history. The history of education technologies in teaching foreign languages in Russia embraces the period between 1857, when the Education Committee of Czarist Russia initially defined the goals and the role of educational institutions, and the modern time, with almost 70 years of the communist ideology dominating the educational system.

The paper briefly compares the situation with teaching FLs and the corresponding educational technologies in educational institutions in the pre-revolutionary Russia with the Soviet period until the beginning of the “perestroika” reforms in 1985-1991. The 1917 October Revolution destroyed the pre-revolutionary educational system including the well-developed system of teaching foreign languages, turning them into an optional secondary school subject during the first years of the Soviet regime (Krupskaya, 1959: 43). One of the reasons for that was ideological, since learning foreign languages was considered a privilege of the bourgeoisie – the class enemy of the proletariat. For instance, French was labeled a “bourgeois prejudice” (Mirolyubov, 2002: 76), which resulted in a generally deeply negative attitude towards it among students. Since many professional FL teachers had left Russia after the revolution, schools lacked teaching expertise and skills: students could hardly learn to read foreign texts. On the one hand, no communicative methods were employed since there were hardly any opportunities to use spoken foreign languages in the future due to the country’s social, economic and cultural isolation. On the other hand, a very specific case of teaching a spoken language is considered: Esperanto, an artificial international language propagated by Leo Trotsky. Called the language of the world revolution, promoted in every possible way, Esperanto was widely used by «worker correspondents», in radio broadcasting, with even books

and magazines published in it (Vlasov, 2013). Though teaching Esperanto in the 1920-s can be treated as the first truly communicative approach to teaching FLs in the Soviet Union, labeling Trotsky “an ideological enemy” decreased the popularity of Esperanto and communicative educational technologies in general.

With the ideological shift in 1961, the problem of teaching FLs was considered a top priority of the Soviet government, which involved creating language schools, developing and implementing revolutionary educational technologies, intensive methods and language labs among them (Ivanova, Tivyayeva, 2015). Thus, educational methods and technologies of teaching FLs subtly responded to the ideological fluctuations in the Soviet Union, and the aftermath of the Soviet period can still be felt in modern Russia where not many people can boast speaking a foreign language fluently.

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*Keywords:* Czechoslovakia, post-socialist transformation, digital technologies, oral history, primary school

### **Implementation of Digital Technologies in the Everyday Life of Primary Schools in (Post)Socialist Czechoslovakia**

Jiří Zounek, Oto Polouček

Masaryk University Faculty of Arts, Czech Republic

The fall of communism in Czechoslovakia in November 1989 can be considered one of the most significant events in modern history that, in Czechoslovakia and later the Czech Republic, started core changes in schooling and education, among others. A whole series of transformations took place ranging from organizational, structural or material-oriented to pedagogical (Berryman, 2000, Bîrzea, 1994, Čerych, 1996, von Kopp, 1992, Mitter 2003). In our research called Post-socialist Transformation of Czech Primary Schools – Processes, Stories, Dilemmas (supported by the Czech Science Foundation; grant no. 20-11275S), we observe the impact of these changes on local practices and the changes in the lives of primary schools. The project focuses on the transformations and continuous aspects of primary schools’ everyday reality. One of the indisputably important topics is implementing information (digital) technologies, primarily personal computers, into schools. In this area, we may surprisingly follow a series of continuities, as, for example, the program called A complex long-term electronization program in upbringing and education in the school system (1986 – 1990) was one of the iconic areas of focus of the education policies of the communistic government. The program started in a strongly ideological setting of the contemporary communistic regime. It still contained some topics and objectives principally similar to the Czech education policies established by the government around the year 2000 (topics of school equipment, preparation of teachers to use the new technology in class) (Zounek et al., 2022).

In June 1990, the ministry of education created a new conception called “IT in Education”. Many Czechoslovakian schools already owned computers in 1989 (mainly Czechoslovakian production), and courses of programming, among others, were offered to the students. However, in the early 90s, the modernization of teaching met difficulties in various places (chaotic changes in education and school management or government budget cuts). On the other hand, the computer market opened, and the schools were able to purchase modern state-of-the-art computers produced in western countries. For example, International collaboration and programs co-financed by western countries were tools used to aid schools in these efforts. In our paper, we shall therefore present the general (concerning educational policies) connections with “electronization” (digitalization) of primary schools in Czechoslovakia. We shall focus primarily on showing how contemporary technology made its way into the everyday reality at schools in the late 80s and the transformation of schools after 1989. We base our research on the study of archival documents, contemporary educational publications, and school chronicles but from oral historical dialogues with the eyewitnesses, namely teachers and headmasters of primary schools, and with the employees of state authorities and representatives of school founders.

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## A7 05.1: PREFORMED PANEL

### Networks and Spaces of Communication: Scientific Collaboration in the History of Education in Mediterranean Europe and Latin America (1995-2020)

*Keywords:* mapping the discipline, history of education, scientific journals, scientific communication

*Chair:* **Rita Hofstetter** (University of Geneva, Switzerland)

*Discussant:* **Julie Elizabeth McLeod** (University of Melbourne, Australia)

The History of Education, understood as a distinct area of knowledge, burst into the scientific and academic media universe mid-20th century. In 1951 the first volume of the still active *Journal of Philosophy & History of Education* (United States), linked to the *Society of Philosophy & History of Education*, appeared. Since then, the media territory occupied by specialized journals has progressively expanded, both in number and in geo-cultural coverage, especially since the mid-1990s, to reach a total of fifty-seven journals published in twenty different countries. Gradually, scientific and editorial communities from other regions entered the scene. Initially, during the 1960s, 1970s, and 1980s, publishing projects were mainly confined to the United States and the United Kingdom. From the late 1970s, the panorama began to broaden and diversify, with specialized journals appearing in Brazil, France, Spain, and Canada. From the mid-1990s to 2017, the publishing cosmos formed by History of Education journals has expanded at three times the rate of the preceding three decades: fifteen new projects in the 1990s, thirteen in the first decade of the twenty-first century, and fourteen more since 2010. More journals have appeared in the United States, United Kingdom, Brazil, Spain, Canada, France. And fourteen more countries have launched projects of a similar nature. During the same period, progressively, and sometimes synchronously, other national, transnational, and international scientific societies have appeared, intending to study and promote the History of Education, both in academic spheres and through scientific communication networks and spaces. During the last twenty-five years, twenty-nine scientific association initiatives have been consolidated or launched; some of them global (International Standing Conference for the History of Education –ISCHE), regional (Sociedad de Historia de la Educación Latinoamericana –SHELA), or transnational (Australian & New Zealand History of Education Society – ANZHES; Baltic Association of Historians of Pedagogy –BPVA), but most of them of national scope, trying to respond to the needs and interests of the communities of historians of education settled in those territories.

This panel has multiple goals. Firstly, to study the processes of global configuration of the academic and media spaces of the History of Education, particularly through specialized journals, scientific societies, and the series of congresses sponsored by them. Secondly, to analyze the scientific production in History of Education in Mediterranean Europe and Latin America channeled through scientific meetings sponsored by the societies and periodicals focused on this area of knowledge during the last twenty-five years. Thirdly, to present the particular cases of Spain and Brazil, which stand out in the region under study for the number and quality of scientific societies set up, the number of specialized journals and the volume of articles published in them, and contributions presented at the societies' official events. Spain has eight journals and three scientific societies, and Brazil has eight journals and two scientific societies. To this end, the panel, in which fourteen researchers from six different countries participate, consists of three contributions: 1: The configuration of History of Education networks in Mediterranean Europe and Latin America; 2: Scientific production and communication networks of History of Education in Spain; 3: Scientific production and communication networks of History of Education in Brazil. This thematic panel, which is a continuation of previous works and participation in the SWG *Mapping History of Education* (ISCHE), is part of the Connecting History of Education Working Group activity and is the result of the research project *Connecting History of Education. International networks, scientific production and global dissemination* (CHE) (Ref.: PID2019-105328GB-I00. 2019 Call - «Proyectos de I+D+i». Ministry of Science and Innovation. Spain).

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*Presentations of the Panel*

**The Configuration of History of Education Networks in Mediterranean Europe and Latin America**

**Carmen Sanchidrián Blanco<sup>1</sup>, Pablo Toro-Blanco<sup>2</sup>, Bernard Schneuwly<sup>3</sup>**

<sup>1</sup>University of Malaga, <sup>2</sup>Alberto Hurtado University. Chile, <sup>3</sup>University of Geneva. Switzerland

This contribution aims to analyze the processes of configuration of the scientific and media spaces of the History of Education in Latin America and Mediterranean Europe, as well as to study the scientific production in this area of knowledge throughout the region during 1995-2020. The sources used for this purpose have been specialized journals, scientific societies, and cycles of congresses sponsored by them. Some production aspects related to the internationalization of the History of Education must be highlighted, such as language policies, places of production, geopolitical focuses of attention of researchers, the weight of comparative, international, or transnational approaches to study, and the global collaboration networks established through team research.

The journals taken as a source for this study are those that, as of January 2021, were still being published and that use English, Italian, French, Portuguese and/or Spanish as the main languages of scientific communication: *Acta Scientiarum*.

Education (Brazil); Annali di Storia dell' Educazione e delle Istituzioni Scolastiche (Italy); Cabás (Spain); Carrefours de l'éducation (France); Cadernos de História da Educação (Brazil); CIAN-Journal of the History of Universities (Spain); Cuadernos Chilenos de Historia de la Educación (Chile); Educació i Història: Revista d'Història de l'Educació (Spain); Espacio, Tiempo y Educación (Spain); Heurística. Revista Digital de Historia de la Educación (Venezuela); Histoire de l'éducation (France); História da Educação (Brazil); Historia de la Educación Colombiana (Colombia); Historia de la Educación. Anuario (Argentina); History and Memory of Education (Spain); History of Education & Children's Literature (Italy); History of Education in Latin America (Brazil); History of Education. Interuniversity Magazine (Spain); Revista Brasileira de História da Educação (Brazil); Revista de História da Educação Matemática (HISTEMAT) (Brazil); Revista de História e Historiografia da Educação (Brazil); Revista HISTEDBR On-Line (Brazil); Revista Historia de la Educación Latinoamericana (Colombia); Revista Iberoamericana do Patrimônio Histórico-Educativo (Brazil); Revista Mexicana de Historia de la Educación (Mexico); Revue d'histoire de l'enfance irrégulière (France); Rivista di Storia dell'Educazione (CIRSE) (Italy); Sarmiento. Galician Yearbook of History of Education (Spain); Social History and Education / Social and Education History (Spain).

The scientific societies and/or groups –and their corresponding congress cycles– analyzed are: Associação de História da Educação de Portugal (HISTEDUP); Associação Sul-Rio-Grandense de Pesquisadores em História da Educação (ASPHE); Centro Italiano per la Ricerca Storico-Educativa (CIRSE); Greek Society of Education Historians (GSEH); Service d'histoire de l'éducation (SHE); Sociedad Argentina de Historia de la Educación (SAHE); Sociedad Chilena de Historia de la Educación (SChHE); Sociedad de Historia de la Educación Latinoamericana (SHELA); Sociedad Española de Historia de la Educación (SEDHE); Sociedad Española para el Estudio del Patrimonio Histórico-Educativo (SEPHE); Sociedad Mexicana de Historia de la Educación (SOMEHIDE); Sociedad Uruguaya de Historia de la Educación (SUHE); Sociedad Venezolana de Historia de la Educación (SVHE); Sociedade Brasileira de História da Educação (SBHE); Società Italiana per lo Studio del Patrimonio Storico-Educativo (SIPSE); Societat d'Història de l'Educació dels Països de Llengua Catalana. This communication is the result of the research project *Connecting History of Education. International networks, scientific production and global dissemination (CHE)* (Ref.: PID2019-105328GB-I00. Ministry of Science and Innovation. Spain).

*Paper Abstract (in Language of Presentation):*

This contribution aims to analyze the processes of configuration of the scientific and media spaces of the History of Education in Latin America and Mediterranean Europe, as well as to study the scientific production in this area of knowledge throughout the region during 1995-2020. The sources used for this purpose have been specialized journals, scientific societies, and cycles of congresses sponsored by them. Some production aspects related to the internationalization of the History of Education must be highlighted, such as language policies, places of production, geopolitical focuses of attention of researchers, the weight of comparative, international, or transnational approaches to study, and the global collaboration networks established through team research.

The journals taken as a source for this study are those that, as of January 2021, were still being published and that use English, Italian, French, Portuguese and/or Spanish as the main languages of scientific communication: Acta Scientiarum. Education (Brazil); Annali di Storia dell' Educazione e delle Istituzioni Scolastiche (Italy); Cabás (Spain); Carrefours de l'éducation (France); Cadernos de História da Educação (Brazil); CIAN-Journal of the History of Universities (Spain); Cuadernos Chilenos de Historia de la Educación (Chile); Educació i Història: Revista d'Història de l'Educació (Spain); Espacio, Tiempo y Educación (Spain); Heurística. Revista Digital de Historia de la Educación (Venezuela); Histoire de l'éducation (France); História da Educação (Brazil); Historia de la Educación Colombiana (Colombia); Historia de la Educación. Anuario (Argentina); History and Memory of Education (Spain); History of Education & Children's Literature (Italy); History of Education in Latin America (Brazil); History of Education. Interuniversity Magazine (Spain); Revista Brasileira de História da Educação (Brazil); Revista de História da Educação Matemática (HISTEMAT) (Brazil); Revista de História e Historiografia da Educação (Brazil); Revista HISTEDBR On-Line (Brazil); Revista Historia de la Educación Latinoamericana (Colombia); Revista Iberoamericana do Patrimônio Histórico-Educativo (Brazil); Revista Mexicana de Historia de la Educación (Mexico); Revue d'histoire de l'enfance irrégulière (France); Rivista di Storia dell'Educazione (CIRSE) (Italy); Sarmiento. Galician Yearbook of History of Education (Spain); Social History and Education / Social and Education History (Spain).

The scientific societies and/or groups –and their corresponding congress cycles– analyzed are: Associação de História da Educação de Portugal (HISTEDUP); Associação Sul-Rio-Grandense de Pesquisadores em História da Educação (ASPHE); Centro Italiano per la Ricerca Storico-Educativa (CIRSE); Greek Society of Education Historians (GSEH); Service d'histoire de l'éducation (SHE); Sociedad Argentina de Historia de la Educación (SAHE); Sociedad Chilena de Historia de la Educación (SChHE); Sociedad de Historia de la Educación Latinoamericana (SHELA); Sociedad Española de Historia de la Educación (SEDHE); Sociedad Española para el Estudio del Patrimonio Histórico-Educativo (SEPHE); Sociedad Mexicana de Historia de la Educación (SOMEHIDE); Sociedad Uruguaya de Historia de la Educación (SUHE); Sociedad Venezolana de Historia de la Educación (SVHE); Sociedade Brasileira de História da Educação (SBHE); Società Italiana per lo Studio del Patrimonio Storico-Educativo (SIPSE); Societat d'Història de l'Educació dels Països de Llengua Catalana. This communication is the result of the research project *Connecting History of Education. International networks, scientific production and global dissemination (CHE)* (Ref.: PID2019-105328GB-I00. Ministry of Science and Innovation. Spain).

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### Scientific Production and Communication Networks of History of Education in Spain

José Luis Hernández Huerta<sup>1</sup>, Roser Grau Vidal<sup>2</sup>, Katerina Dalakoura<sup>3</sup>

<sup>1</sup>University of Valladolid. Spain, <sup>2</sup>University of Valencia. Spain, <sup>3</sup>University of Crete. Greece

In Spain, the first efforts to articulate the community of historians of education took shape, first, in the Sección de Historia de la Educación de la Sociedad Española de Pedagogía (History of Education Section of the Spanish Society of Pedagogy, 1979) and, later, in the Sociedad Española de Historia de la Educación (Spanish Society for the History of Education, 1989). Synchronously to the formation of the SEDHE, a group of researchers was created in the region of Catalonia (Spain), which led to the founding in 1979 of the Societat d'Història de l'Educació dels Països de Llengua Catalana (SHEPLC). More recently, in 2003, the Sociedad Española para el Estudio del Patrimonio Histórico-Educativo (SEPHE) was created. The three societies have launched cycles of congresses, held, generally, on a biannual basis. And the first two have scientific communication bodies: *Historia y Memoria de la Educación*, in the case of SEDHE, and *Educació i Història: Revista d'Història de l'Educació*, in the case of SHEPLC. Spain also has five additional specialized publishing projects, which make it an outstanding focus of scientific communication in History of Education.

This contribution aims to analyze the processes of configuration of the scientific and media spaces of the History of Education in Spain and to study the scientific production in this area of knowledge and in that same country, during the period 1995-2020, using as sources the specialized journals, the scientific societies and the cycles of congresses sponsored by them. Some production aspects related to the internationalization of the History of Education must be highlighted, such as language policies, places of production, geopolitical focuses of attention of researchers, the weight of comparative, international, or transnational approaches to study, and the global collaboration networks established through team research.

The journals taken as a source for this study are those that, as of January 2021, were still being published and that use English, Italian, French, Portuguese and/or Spanish as the main languages of scientific communication: *Cabás* (Spain); *CIAN-Revista de Historia de las Universidades* (Spain); *Educació i Història: Revista d'Història de l'Educació* (Spain); *Espacio, Tiempo y Educación* (Spain); *Historia y Memoria de la Educación* (Spain); *Historia de la Educación. Revista Interuniversitaria* (Spain); *Sarmiento. Anuario Galego de Historia da Educación* (Spain); *Social History and Education* (Spain). The scientific societies analyzed—and their corresponding congress cycles—are: Sociedad Española de Historia de la Educación (SEDHE); Sociedad Española para el Estudio del Patrimonio Histórico-Educativo (SEPHE); Societat d'Història de l'Educació dels Països de Llengua Catalana. This communication is the result of the research project *Connecting History of Education. International networks, scientific production and global dissemination (CHE)* (Ref.: PID2019-105328GB-I00. 2019 Call - «Proyectos de I+D+i»). Ministry of Science and Innovation. Spain) and is part of the *Connecting History of Education Working Group* activity.

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## Scientific Production and Communication Networks of History of Education in Brazil

*Producción Científica y Redes de Comunicación de Historia de la Educación en Brasil*

Tatiane de Freitas Ermel<sup>1</sup>, Décio Gatti Jr.<sup>2</sup>, Andrés Payà Rico<sup>3</sup>

<sup>1</sup>Complutense University of Madrid. Spain, <sup>2</sup>Federal University of Uberlândia. Brazil, <sup>3</sup>University of Valencia. Spain

In Brazil, the community of historians of education began to articulate itself at the end of the 1990s around the Associação Sul-Rio-Grandense de Pesquisadores em História da Educação (ASPHE), founded in 1995. It responded to the scientific and academic interests of a group of university professors from the south of the country, most of them coming from the area of History and trained in these faculties, but who worked in centers of studies dedicated to the Education Sciences and the training of educators of different types. From the beginning, this society initiated a cycle of congresses, held annually, and the publication of the journal *História da Educação*. Later on, in response to the concerns of the national community of Brazilian historians of education, the Sociedade Brasileira de História da Educação (SBHE) was born (1999). Since its origins, it has held congresses every two years, which have taken place in different parts of the country, and has promoted the *Revista Brasileira de História da Educação*, its scientific communication body. In addition to its production of scientific results, Brazil stands out for the number of publishing projects specialized in the History of Education; in addition to the two mentioned above, there are seven more. This contribution aims to analyze the processes of configuration of the scientific and media spaces of the History of Education in Brazil and to study the scientific production in this area of knowledge and in that same country, during the period 1995-2020, using as sources the specialized journals, the scientific societies and the cycles of congresses sponsored by them. Some production aspects related to the internationalization of the History of Education must be highlighted, such as language policies, places of production, geopolitical focuses of attention of researchers, the weight of comparative, international, or transnational approaches to study, and the global collaboration networks established through team research.

The journals taken as a source for this study are those that, as of January 2021, were still being published and that use English, Italian, French, Portuguese and/or Spanish as the main languages of scientific communication: *Acta Scientiarum. Education (Brazil)*; *Cadernos de História da Educação (Brazil)*; *História da Educação (Brazil)*; *History of Education in Latin America (Brazil)*; *Revista Brasileira de História da Educação (Brazil)*; *Revista de História da Educação Matemática (HISTEMAT) (Brazil)*; *Revista de História e Historiografia da Educação (Brazil)*; *Revista HISTEDBR On-Line (Brazil)*; *Revista Iberoamericana do Patrimônio Histórico-Educativo (Brazil)*. The scientific societies and/or groups –and their corresponding congress cycles– analyzed are: Associação Sul-Rio-Grandense de Pesquisadores em História da Educação (ASPHE) and Sociedade Brasileira de História da Educação (SBHE). This communication is the result of the research project *Connecting History of Education. International networks, scientific production and global dissemination (CHE)* (Ref.: PID2019-105328GB-I00. 2019 Call - «Proyectos de I+D+i». Ministry of Science and Innovation. Spain) and is part of the *Connecting History of Education Working Group* activity.

*Paper Abstract (in Language of Presentation):*

En Brasil, la comunidad de historiadores de la educación comenzó a articularse a durante finales de los años 90 del siglo pasado, en torno a la Associação Sul-Rio-Grandense de Pesquisadores em História da Educação (ASPHE), fundada en 1995, y que respondía a intereses científicos y académicos de un grupo de docentes universitarios del sur del país, en su mayoría procedentes del área de Historia y formados en estas facultades, pero que trabajaban en centros de estudios dedicados a las Ciencias de la Educación y la formación de educadores de diferente tipo. Desde el principio, esta sociedad inició un ciclo de congresos, celebrados con carácter anual, y la publicación de la revista *História da Educação*. Algún tiempo después, respondiendo a las inquietudes de la comunidad nacional de historiadores de la educación brasileiros, nació la Sociedade Brasileira de História da Educação (SBHE) (1999), que también ha celebrado, desde sus orígenes, congresos cada dos años, que han tenido lugar en distintos puntos del país, y ha promovido la *Revista Brasileira de História da Educação*, su órgano de comunicación científica. Brasil destaca, además de por su producción de resultados científicos, por la cantidad de proyectos editoriales especializados en Historia de la Educación; a los dos mencionados, hay sumar otros siete.

Los objetivos de esta contribución son analizar los procesos de configuración de los espacios científicos y mediáticos de la Historia de la Educación en Brasil y estudiar la producción científica en esta área de conocimiento y en ese mismo país, durante el periodo 1995-2020, utilizando como fuentes las revistas especializadas, las sociedades científicas y los ciclos de congresos por estas auspiciados. Especial interés merecen algunos aspectos de la producción relativos a la interna-

cionalización de la Historia de la Educación, como son, entre otros, las políticas lingüísticas, los lugares de producción, los focos de atención geopolítica de los investigadores, el peso de los enfoques de estudio comparados, internacionales o transnacionales, y las redes de colaboración internacional establecidas a través de las investigaciones desarrolladas en equipo. Las revistas tomadas como fuente para este estudio son las que, en enero de 2021, seguían publicándose y que utilizan el español, el italiano, el francés, el portugués y/o el inglés como principales idiomas de comunicación científica: *Acta Scientiarum. Education* (Brasil); *Cadernos de História da Educação* (Brasil); *História da Educação* (Brasil); *History of Education in Latin America* (Brasil); *Revista Brasileira de História da Educação* (Brasil); *Revista de História da Educação Matemática (HSTEMAT)* (Brasil); *Revista de História e Historiografia da Educação* (Brasil); *Revista HISTEDBR On-Line* (Brasil); *Revista Iberoamericana do Patrimônio Histórico-Educativo* (Brasil). Las sociedades y/o agrupaciones científicas –y sus correspondientes ciclos de congresos– analizadas son: *Associação Sul-Rio-Grandense de Pesquisadores em História da Educação (ASPHE)* y *Sociedade Brasileira de História da Educação (SBHE)*. Esta comunicación es resultado del proyecto de investigación *Connecting History of Education. International networks, scientific production and global dissemination (CHE)* (Ref.: PID2019-105328GB-I00. Convocatoria 2019 - «Proyectos de I+D+i». Ministerio de Ciencia e Innovación. España) y forma parte de la actividad de *Connecting History of Education Working Group*.

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## A0 07.1: ROUNDTABLE

### Japanese Trends in History of Education

Session Chairs: [Kenichiro Miyamoto](#), Kwansei Gakuin University

[Atsushi Adachi](#)<sup>1</sup>, [Ami Kobayashi](#)<sup>2</sup>, [Kenichiro Miyamoto](#)<sup>3</sup>, [Atsushi Suzuki](#)<sup>4</sup>, [Atsuko Shimbo](#)<sup>5</sup>

<sup>1</sup>Asahi University, Japan; <sup>2</sup>University of Koblenz-Landau, Germany; <sup>3</sup>Kwansei Gakuin University, Japan; <sup>4</sup>Kyushu University, Japan; <sup>5</sup>Waseda University, Japan

The ISCHE Executive Committee decided in 2019 to organize country panels to reach out to communities less visible at ISCHE. This year we will discuss recent trends related to scholarship in history of education in Japan, West and East Asia since the 1870s. Overarching themes discussed will be:

- (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 teachers; and
  - (4) routines and objects of schooling in the historical context.
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## A4 06.1: PREFORMED PANEL

### Educational Technologies and Transformations in 20th Century Africa: New Historical Approaches

Keywords: Education, Africa, Technology, Development

Chair: **Elisa Prosperetti** (National Institute of Education, Singapore)

Discussant: **Claire Nicolas** (School of Oriental and African Studies, London)

During the 20th century, Africa had to face huge educational problems. High illiteracy rates, low enrolment rates, the diversity of languages and the existence of societies with oral traditions posed permanent challenges to educational theorists and practitioners, both in colonial and postcolonial times. As a result, the definition of pedagogical methods and techniques specifically designed for African populations was a matter of permanent debate and stimulated an intense circulation of ideas beyond imperial and national borders. In the first decades of the 20th century, for instance, fierce discussions emerged about how to educate “native populations”. The idea to “adapt” education to local needs and to a supposedly, and racially defined, “African mind” was widespread among colonial administrations, who were influenced by missionaries and American philanthropists. Starting in the 1930s, and more intensively from the 1940s, colonial education was reframed to fit the developmentalist goals of the colonial state. The report *Mass Education in African Society*, published by the British Colonial Office in 1944, clearly emphasized the necessity to think about new pedagogical techniques, such as radio and cinema, to spread education among the “African masses” and to rapidly improve literacy rates. New paradigms also emerged, such as fundamental education, which promoted new methods and techniques to provide basic knowledge to rural populations in remote villages, as it was the case in West French Africa. After the wave of independence of the early 1960s, the expansion of education (through schools and literacy campaigns) was seen as a means to improve social and economic development of African countries, as well as a powerful way to consolidate nation-building processes. As the 1961 Addis Ababa conference organized by UNESCO in 1961 testified, debates around the most rational and efficient way to accomplish these goals continued in the independence era. In this context, emerging educational tools, like television and radio, were promoted.

The aim of this panel is to provide new insights into the link between education and technology in 20th-century Africa. Technology is defined here in a broad sense, to include a wide range of operative strategies, methods and objects used for optimizing learning process, in particular outside formal school contexts. By focusing on different case studies, contributors will explore why and how a wide range of social actors (educationalists, scholars, colonial administrations, missionaries, international organizations, African teachers and officials, etc.) thought, promoted and implemented educational technologies. Examples will range from the use of radio and other technical procedures to foster adult education and fight illiteracy, to the use of cinema and television in educational programmes and national literacy campaigns. All papers draw on recent and strong empirical research in European and African archives. Sources will include written reports, pictures, films, correspondences but also oral interviews that will help in shedding light on the “lived experience” and the multiple, sometimes contrasting, individual and collective reception of educational technologies. Taken as a whole, the papers will contribute to decenter the history of education and technology from an exclusive focus on Western perspectives. By examining the role of educational technology in the legitimation of colonial rule and in the construction of postcolonial states, they will also show how such issues were a highly political matter, embedded in the great transformations and struggles of the 20th century.

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### Presentations of the Panel

#### The Experimentations of the SORAFOM in the Colonies of Sub-Saharan Africa (1949-1960)

Thomas Leyris

University of Lille

At the end of the forties, radio broadcasting was still an embryonic medium in French sub-Saharan African colonies. But, from 1949 onwards, the rise of a radio broadcasting network was launched. Right from the start, the stakeholders who sought to establish radio programming for overseas France, thought that this medium would have an important educational role to play. Thus, Pierre Schaeffer, inventor of the *musique concrète*, responsible for the implementation of the overseas radio project, insisted especially on this aspect. Indeed, as Frederick Cooper has argued (2002), in the aftermath of the Second World War colonialism turned into “developmental colonialism”. It aimed at a global improvement of the living standards in the colonial countries. Radio was seen as an important tool in territories where colonial authorities became aware of the enormous educational effort required to bridge the gap between the standard of living in the metropole and the colonies. The medium of orality, with its ability to cover large distances, was considered the most adapted to bring progress to African populations. However, if it was clear that overseas broadcasting should have been an important part of the educational mission, the history of the start of the stations shows that the method and the target of the educational programs were largely undefined. The 1950's were a period of trial-and-error during which French and African stakeholders tried to build an educational broadcasting and begin to experiment. Debates took place: which public should be targeted? What form should the programmes take? How to reach a population that is dispersed and under-equipped with receivers? Should collective listening be used or should individual listening be encouraged? In 1960, when the French sub-Saharan colonies came to independence, the experimentation of educational radio programmes was underway. Considered by some radio officers as “a new country” (Schaeffer 1979), Africa was once again a field of experimentation (Lachenal 2017), this time around in the field of radio broadcasting.

Thus, my paper will follow a socio-history approach (Noiriel 2006). It will aim to present the different objectives fixed to educational broadcasting by the *Société de radiodiffusion de la France d'outre-mer* and by self-governing African authorities. It will also aim to present the different forms that these programmes took, from ‘radio services’ to large-scale literacy initiatives by means of the ‘Chicot-Meyer’ method. This presentation is based on unpublished archives of the French Ministry of Cooperation and private archives of Pierre Schaeffer preserved at the IMEC.

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#### Between Theory and Practice: Educational Cinema in French Colonial and Post-Colonial Africa (first half of the 20th Century-1960s)

Gabrielle Chomentowski

Université Paris 1 Panthéon Sorbonne

Usually, we think of educational cinema in the colonial period as a tool used by colonial authorities, as part of a structured policy, to support the colonial order. But has any study shown that the state - and in this case the French state in a colonial situation - was really a dynamic actor in educational cinema? If many scholars have demonstrated that educational films were used in mainland France to legitimize colonization, what about the audiences in its African colonies? Could the French state show the same kind of films there? Or did the French state organize the production and release of films differently in its African colonies? Through the case of several French colonies in Africa, this contribution will aim to answer these questions and to shed light on the social actors of educational film production in the French African colonies (A.O.F. and A.E.F. and Algeria) and its protectorates (Morocco, Tunisia), and the kinds of problems did they encountered. Furthermore, we aim to establish a periodization of the development of the educational cinema beyond the political rupture of independence in 1960. It will enable us to underline the arrival of new international actors (actors from communist states and/or African states that have chosen socialism or at least cooperation with the former) or inter-state



actors (UNESCO, for example, from 1945 onwards) and the extension of the actors of the colonial period (such as in the Cinema Bureau of the Ministry of Cooperation).

Firstly, analyzing the debate on educational cinema that emerged in France from the late 1920s, we will see how the case of French colonies in Africa is addressed. Sources here will include the specialized press (e.g. *La revue du cinéma éducateur* created in 1935) as well as archives from various institutions such as the Ligue de l'enseignement (Archives nationales). Secondly, with the administrative reorganization following the end of the Second World War and France's commitment to respond to the educational aspirations of the populations of the French Union, we will show that educational film is developing in the African colonies. Here, analysis is drawn from various national and international archives, such as the UNESCO archives. Finally, I will show how with independence, foreign actors – such as Soviet actors (and here, Russian archives are exploited) - seek to occupy a place in the distribution of educational films by offering technical assistance for film projection. A quick overview of the situation in other Colonial Empires (British, Belgian, Portuguese) will allow us to reflect on whether the French imperial and post-imperial situation is exceptional or not.

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## **Pedagogy of the Image : Education as Technocracy in 1970s Côte d'Ivoire**

**Elisa Prosperetti**

National Institute of Education, Singapore

In the early 1970s, the small West African nation of Côte d'Ivoire adopted a television education program for its primary schools called PETV. Unlike other such initiatives, PETV program operated on a national scale: by 1981, more than three-quarters of elementary school classrooms followed its curriculum. This paper focuses on the pedagogical convictions that animated this program—and their violent rejection by lettered Ivoirian society. PETV pedagogues, influenced by the pioneering works of Bourdieu and Passeron (Bourdieu and Passeron 1964) believed that a pedagogy based on the image would reduce the hierarchies produced by pedagogy based on the text. The image would reach children who did not come from elite, urban households, reducing the vertiginous drop-out rate that plagued Ivoirian elementary schools in the 1960s. After all, colonial education in West Africa had been accused of being too "literary". However, the pedagogues who were so convinced of the emancipatory value of the image, neglected to consider how images conveyed their own cultural coding, creating new types of exclusion. The image, just like the text, produces its own hierarchies. The Ivorian educated class, well aware of the pedagogical disaster underway, mounted a systematic campaign to eradicate the PETV program. In 1981, the government assented, and one of the most costly postcolonial experiments in African education, which had earlier been a darling of UNESCO and the World Bank, was terminated.

Drawing on innovative source material like unpublished pedagogical evaluations, pedagogical materials like cartoons, and interviews with Ivoirian former teachers and French PETV pedagogues, this paper contributes to three historiographical currents. First, in its close examination of the *pedagogical* transition of colony to nation, the PETV experience contributes to a growing literature on the lived experience of decolonization (Ahlman 2017; Callaci 2017). Secondly, the paper's focus on primary education helps to balance a historiography on education in Africa that is overwhelmingly fo-

cused on elites (Barthélémy 2010; Yamada 2018). Lastly, by arguing that left-wing PETV pedagogues sought to democratize restrictive colonial education legacies, I show that the history of pedagogy and education is not separate from histories of development and modernization (Bamba 2016; Moskowitz 2019), but a central element of technocratic attempts to engineer social change from the top down.

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## **Development as an Experiment: A Fundamental Education Project in Late Colonial Senegal**

**Damiano Matasci**

University of Geneva

In December 1953, the Senegalese teacher and member of the Service of Education of French West Africa Amadou Mahtar M'Bow started a "fundamental education" experiment in the village of Badiana (Casamance region, Southern Senegal). M'Bow was accompanied by a small team of experts, which included teachers, doctors as well as specialists in agriculture and livestock farming. By using new pedagogical techniques, their objective was to raise the overall living standards of the village inhabitants. To this end, for more than three months, M'Bow's team carried out a wide range of activities, ranging from literacy and health programs to practical demonstrations of "modern" agricultural practices. Although a short-term and a small-scale project, the Badiana's experiment was deeply entangled with postwar "international development" debates and practices, as well as with the political issues raised by the decolonization process. The concept and methods of fundamental education were indeed designed by UNESCO's experts during several meetings that took place from 1946, which were followed by the implementation of the first pilot-projects in Haiti, China and Nyasaland. Against this background, French authorities were also eager to demonstrate their expertise in this field. Starting from 1952, they thus launched several fundamental education projects in several rural villages of West and Equatorial Africa, while attempting to forge a "French doctrine" in fundamental education. This was a way to foster economic and social development in colonial territories, but also to showcase their commitment towards the well-being of local populations within national and international arenas.

By focusing on the Badiana's example, this paper examines the content, scope, objectives, and limits of fundamental education experiments. More particularly, it unveils the role new pedagogical technologies (radio, projectors, films) were expected to play in such projects. It also focuses on the important role of African staff, who contributed to shaping « modernizing » ideas and practices that will be pursued after the wave of independence of the early 1960s. In doing so, the paper will provide new insights into the interconnections between the history of education and the history of development in colonial and postcolonial Africa. Methodologically, this contribution relies on a social history approach which places the emphasis on individual and collective actors. Sources will include official reports and personal correspondence from French and Senegalese archives. Archival material from UNESCO headquarters in Paris (journals, minutes of experts' meetings, etc.) will also be exploited.

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## A5 06.1: Technologies and Education

Session Chair: **Daniel Töpfer**, Humboldt-Universität zu Berlin

*Keywords:* Technologies of Schooling, Grouping Activities, Grammar Of Schooling, Elementary Schooling, Prussian elementary school

### **Technology deficit and Technologies of Schooling – Using Technology As Theoretical Frame In The History Of Schooling**

Daniel Töpfer

Humboldt-Universität zu Berlin, Germany

In 1979 Niklas Luhmann and Karl-Friedrich Schorr (Luhmann, Schorr, 1979, 345-365) argued in one of the leading educational journals that Education Studies would lack a specific understanding of pedagogic technology. More the discipline would conceal this lack by creating and discussing substitute technologies. With this they started a long discussion on *pedagogic technology*, their lack, possible replacements and possible hidden technologies (concluding overview Tenorth, 1999). The success and reactions towards their critique connects well with traditional technic-skeptic positions and majorities within the German educational discourses (Kurig, 2015). Instead of falling in with this line of argumentation in this paper I propose to take the idea of “technology” analytical serious but avoid Luhmann and Schorr's shortcomings, who only focused on texts from pedagogical thinkers and their more theory oriented writings. Instead sources that were closer connected to pedagogical practices allow a re-construction of *Technologies of Schooling*. This concept can be used as an analytic frame, that allows to describe in more depth organizational changes and shifts over time and as well integrates impact assumptions and intentional aims behind school organization and school reforms.

I will illustrate those theoretical considerations by discussing two distinct chapters within the elementary school history and their activities in grouping pupils. Namely I will be looking at administrative practices of curricular planning and educating primary school teachers in Prussia between 1810 and 1850 looking at primarily sources (teacher manuals, pedagogic plans), deducing here ideas and practices of *Technologies of Schooling*. Hence I will look at proposed measures, connected legitimation and inscribed practical goals.

In my discussion I will contrast this approach towards a historiography of (elementary) schooling with other approaches (*grammar of schooling, forme scolaire, and school organisational culture*), highlighting respective advantages and limits (Dussel, 2013).

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Keywords: Teacher training, Physical Education, Body, Politics

## **Between Conservatism and Modernization in Teacher Training for Children's Physical Education (1976-1983)**

*Entre el Conservadurismo y la Modernización en la Formación Docente de Educación Física Infantil (1976-1983)*

Ana Daniela Mansi<sup>1</sup>, Eduardo Galak<sup>2</sup>

<sup>1</sup>Universidad de Flores/Universidad Nacional de Luján; <sup>2</sup>CONICET/UNLP-IdIHCS

### *Abstract (in English):*

The aim is to analyze educational technologies used as a didactic resource in the teacher training of children's Physical Education in the 1970s and 1980s in Argentina. For this, two series of photographic slides were used by the teaching staff in charge of the subject Physical Education for Children (Educación Física Infantil) at the National Institute of Physical Education "Dr. Enrique Romero Brest", one of the main teacher training establishments in the City of Buenos Aires. In addition, they were used in various spaces for teacher education and training, which were instances of socialization of specific knowledge. They were courses proposed and financed by different official institutions, such as the National Directorate of Physical Education, Sports and Recreation, and the National Union of Educators of Preschool. At the same time, in the historical period studied, the subjects destined for childhood as objects of study gain curricular space in the professional training of Physical Education, resignifying their meanings and discourses. It is also significant to point out that this historical period is marked in Argentina by a civic-military dictatorship, in which the state assumes a paternalistic role that bends democratizing positions. Consequently, teacher training institutions were plagued by authoritarianism and technocratic education projects.

Through this work, we will question Physical Education teacher training through the analysis of photographic slides. The material is made up of a series imported from Germany and another generated by the Argentine teachers themselves, which includes about fifty images that are characterized by addressing pedagogical issues that are associated with physical culture, childhood, and teaching methods. In this sense, images become an instrument and a valid tool to discover aspects of the portrayed world and its various representations. For their study, we subject them to constant criticism, questions, and reflections (Triquell, 2015), from which it is possible to reconstruct, in addition to what can be seen, the conditions of production, conservation, and the meanings they have for the institutions that reserve and preserve them. Precisely, according to Inés Dussel (2010), photographs in the educational field support both a didactic and a cultural argument. That is, the image is used as both a source and an object. For this reason, for the current study, we ask: what place did educational technologies occupy in the teacher training of children's Physical Education in the 70s and 80s? What visual discourses did these series of photographs build? How was Physical Education for children taught through static images? What role did these educational technologies play in the modernization of higher education in the field of children's physical education?

### *Abstract (in Language of Presentation) :*

En el presente trabajo indagamos las tecnologías educativas utilizadas como recurso didáctico en la formación docente de Educación Física infantil en las décadas de 1970 y 1980 en Argentina. Para ello se analizan dos series de diapositivas fotográficas usadas por el personal docente a cargo de la materia Educación Física Infantil en el Instituto Nacional de Educación Física "Dr. Enrique Romero Brest", uno de los principales establecimientos de formación profesional de la Ciudad de Buenos Aires. Además, fueron utilizados en diversos espacios de formación y capacitación docente, los cuales fueron instancias de socialización de saberes específicos, fueron cursos propuestos y financiados por distintas instituciones oficiales, tales como la Dirección Nacional de Educación Física, Deportes y Recreación y la Unión Nacional de Educadores de Preescolares. A su vez, en el período histórico estudiado ganaron espacio curricular en la formación profesional de Educación Física las materias destinadas a las infancias como objeto de estudio, resignificando sus sentidos y discursos. Resulta significativo señalar además que este período histórico está signado en la Argentina por una dictadura cívico-militar, en la cual el Estado asume un rol paternalista que doblega posiciones democratizadoras. En consecuencia, las instituciones de formación docente se encontraron atravesadas por autoritarismos y por proyectos educativos que estaban ligados al tecnicismo pedagógico.

Entonces, en este trabajo interpelaremos a la formación docente de Educación Física mediante el análisis de diapositivas fotográficas. El material está compuesto por una serie importada de Alemania y otra generada por los propios docentes argentinos, que incluyen unas cincuenta imágenes que se caracterizan por abordar cuestiones pedagógicas que asocian Educación Física, infancias y métodos didácticos. En este sentido, las imágenes se transforman en un instrumento y en una herramienta válida para conocer aspectos del mundo retratado y sus diversas representaciones. Para su estudio las sometemos a críticas, preguntas y reflexiones constantes (Triquell, 2015), siendo posible reconstruir además de lo que *se deja ver*, las condiciones de producción, los modos de conservación y las significaciones que tienen para las instituciones que las reservan y preservan. Precisamente, según Inés Dussel (2010) las fotografías en el campo educativo sostienen tanto un argumento didáctico como un argumento cultural. Es decir, la imagen es utilizada como fuente y como objeto, como excusa y puntapié para vehicular a los nuevos contenidos y saberes y reorganizar a la enseñanza en función de



los nuevos escenarios contextuales. Por ello, para el estudio de corriente nos preguntamos: ¿qué lugar ocuparon las tecnologías educativas en la formación docente de Educación Física infantil en las décadas del 70 y 80? ¿Qué discursos visuales construyeron estas series de diapositivas fotográficas? ¿De qué manera se enseñó Educación Física infantil mediante imágenes estáticas? ¿Qué lugar ocuparon estas tecnologías educativas en la modernización de la formación superior de Educación Física infantil?

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*Keywords:* Architecture, Material culture, Health, Pedagogy

### **The Forgotten Partner: How Early 20th Century Classroom Design Contributed to Progressive Pedagogy**

Dale Allen Gyure

Lawrence Technological University, United States of America

This paper focuses on progressive education's forgotten partner: architectural design. It reviews a wide range of historical sources to make the case that the architectural modification of classrooms for health reasons in the early twentieth century provided a spatial basis for progressive educational practices, and constituted an integral component of progressive education. In the early 1900s, reform-minded educators, physicians, and architects in England and the United States challenged convention by advocating for windows on opposite sides of rooms. Creating bilateral openings was a simple but controversial idea: it conflicted with the established thinking about classroom daylighting. Since the mid-nineteenth century there had been widespread agreement among "experts" that all students should write right-handed, and therefore all light should enter the room from the students' left side to avoid casting shadows on their papers. Light from behind or in front of the students would shine in their eyes, which was worse than shadows. Further, architects were advised against locating windows in more than one wall to avoid "cross-lighting," regarded as damaging to children's eyesight. This one-side only lighting requirement was followed religiously by architects throughout the Western world. Nineteenth-century classrooms were notorious for fostering illness and fatigue in students through bad air, inadequate ventilation, and poor lighting. Classrooms were formal and teacher-centered, with an emphasis on discipline. Students sat in orderly rows of desks bolted to the floor and facing the teacher, raised their hands to answer questions, and stood or walked to the teacher's desk when speaking. In this strict environment the main vehicle of instruction was the recitation method. Students memorized long passages from textbooks and recited them to the class. The classroom's rectangular form was thus determined by the need to control natural light and the desire to seat students in organized ranks. The physical environment also constrained educators' pedagogical approaches. Reformers sought bilateral openings in everyday classrooms to improve cross-ventilation, so the spread of contagious diseases might be lessened though better air circulation, mimicking the success of open-air schools for tubercular children. But the one-side lighting requirement was difficult to overcome, maintaining vocal adherents into the 1950s. However, once educators were assured that abundant light from more than one direction would not damage children's vision, there were unexpected repercussions for the classroom's internal organization. If students no longer needed to be arranged in rigid, unidirectional rows for proper lighting, and light was equally distributed throughout the room, teachers could offer more informal and varied classroom experiences. Together with a revolution in school furniture that introduced smaller-scaled, lightweight desks and chairs, the classroom's physical and material environment suddenly was more conducive to progressive "active learning" techniques and the fostering of casual relations between teachers and children that had already proven effective at the pre-school and kindergarten levels. The ability to move desks in different directions or combine them into small tables—all unimaginable in the ULR-dictated classroom — offered new pedagogical opportunities. The non-directionality available in the new classrooms thus proved a fundamental component of modern education.

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*Keywords:* Childhood Education, Francesco Paoli, Fröbel, History of Trentino, XIX century  
**Pedagogical Cone of the Rovereto Kindergarten: Purposes, Means and Rules of a Project**

Paolo Bonafede

University of Trento, Italy

During the 1860s and 1870s, the Kindergarten, designed by Friedrich Fröbel thirty years earlier in Thuringia, arrived in the Kingdom of Italy, flanking, transforming and replacing the first kindergartens founded by Ferrante Aporti. The dispute between the two models of early childhood education is known; it took on considerable political importance in the Trentino, under Habsburg dominance. On 22nd June 1872, the Ministry of Worship and Education in Vienna issued an order introducing the public Fröbelian Kindergarten for pre-school childhood education of the Empire. This measure was part of the vast plan to reform schools and educational establishments, launched by the Habsburg liberal government in 1868-69. For the Italian Tyrol, which was already experiencing irredentist tremors, the imposition gave rise to attempts at emancipation, seeking new models of child education. In Rovereto the public institutions planned between 1871 and 1872 the construction of the new "Rosmini" Asylum, together with Francesco Paoli - Antonio Rosmini's personal secretary, a pedagogue of national fame.

In this context Paoli wrote "Il Cono Pedagogico dell'Asilo d'Infanzia di Rovereto", an unpublished manuscript with his early childhood education project. Particularly relevant is the fact that the writing took place within a theoretical-practical process, that unfolded in three parallel phases: the planning of the new building of the Rosmini Asylum in 1871-72, the construction of the wooden cone, the object that participated in the Vienna World Exhibition «Kultur und Erziehung» in 1873, and the drafting of the manuscript, ended in 1874. The «cone» was a didactic and symbolic instrument of Paoli's pedagogical thought. It was an instrument in which are indicated (in a visual-synthetic form) the aim of the Rovereto Asylum – that is to educate the children of the poorer classes –, the means and method to achieve this aim. The object – which is one meter high, with a base of thirty-five centimeters radius – no longer exists. Paoli gives a description in the text: the cone was placed at the entrance to the Asylum, covered by a fully written map, with the possibility of being seen in all its parts, rotating on an iron axis. The cone is divided into three vertical sections - education of feeling, intelligence and will - and three horizontal sections. In these sections is indicated the aim, at the top of the cone, then the means, and finally the general rules for achieving the aim. In Paoli perspective, education has to be harmoniously conducted; each power is educated in the name of a global education. The powers can be reduced to three broad categories - sentimental, intellectual and moral - linked together. The peculiarity of this pedagogical project is the intrinsic and inseparable connection of the text with the wooden cone and the architecture of the Asylum building: these are in fact three parts of a single project conceived by Paoli, in which the full interiorization of Rosmini's pedagogy – different from Aporti and Fröbel perspectives – and the long educational experience matured by the Author, come together.

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## A8 06.1: PREFORMED PANEL

### Atlantic Crossing. Educational Ideas and material culture in the 19th and early 20th Century in the United States and Spain.

*Keywords:* material culture, intellectual history, late 19th century, early 20th century

*Chair:* **Jon Igelmo Zaldívar** (Complutense University of Madrid)

*Discussant:* **Tatiane de Freitas Ermel** (Complutense University of Madrid)

In 1924, in a text published in the *Revista de Occidente*, the Spanish philosopher Ortega y Gasset pointed out: "Things are not valuable by themselves. All value originates from a prior assessment, and this consists of a concession of dignity and rank that the subject makes to things according to the pleasure or anger they cause him" (321) [1]. With this quotation we place the importance that ideas have in the analysis of material culture. This is a key notion at a time when the cultural history is configured as the hegemonic framework in the study of the educational past. A historiographic current that in recent decades has examined all kinds of material sources and has also generated a critical position in order to relocate the underlying issue. In the words of Sjaak Braster, Ian Grosvenor and María del Mar del Pozo "The problem is not about the amount of sources available. Local archives and especially educational museums possess a large collection of material that has never been analyzed. The problem is how to use the sources"[2] (p. 16)

In this panel we aim to analyze pedagogical notions that emerge in two contexts, the United States and Spain, at a very precise historical moment: the end of the 19<sup>th</sup> century and the beginning of the 20<sup>th</sup>. Rosa Bruno-Jofré and Gonzalo Jover delve into pedagogical creeds requested by Ossian Herbet, managing editor of *The School Journal*, from sixteen leading figures in education between 1896 and 1897. Laura Camas's paper explores the material culture of the Playground Movement, analyzing Jane Addams' ideas and the spatial organization of the Hull-House (Chicago) playground. Patricia Quiroga addresses in her paper the process of early reception of the ideas of María Montessori in Spain. Finally, Jon Igelmo studies the ideas of Manuel B. Cossío, director of the National Pedagogical Museum of Spain, in the context of the National School Exhibition held in Bilbao in 1905.

In these four works, discursive elements that incorporated a direct relationship with the development of specific educational technologies and that have a remarkable journey in the history of school material culture are explored. From this perspective, ideas are not analyzed as watertight elements, but as dynamic discursive mechanisms that contribute to the configuration of a specific way of structuring a framework of possibility for educational practice. The four papers integrated into this panel converge on a vision of intellectual history that largely reverberates in the words of John Luckas in his well-known essay *The Future of History*: "while it may be important what ideas do to men (and women), it is often even more important what people do with their ideas. What people do and did, yes: but also what they were capable of doing and thinking".[3]

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### Presentations of the Panel

#### The Pedagogical Creeds of the End of the Nineteenth Century: Transitioning to New Directions

Rosa Bruno-Jofré<sup>1</sup>, Gonzalo Jover<sup>2</sup>

<sup>1</sup>Queen's University, <sup>2</sup>Complutense University of Madrid

During 1896 and 1897, *The School Journal*, a weekly journal of education published in New York and Chicago and edited by Amos M. Kellogg (who had been a professor of Normal Schools in New York, New Jersey, and Michigan), initiated a movement "to place before the teachers of the country, clear statements of the educational aims of the leaders." [1] Ossian Herbert Lang, managing editor, requested pedagogical creeds from sixteen leading figures in education to be published in the journal. One of these writings was the soon-to-be famous "My Pedagogic Creed" of John Dewey. [2] In the process of interrogating the creeds, we place them in the geopolitical macro-context of what Hobsbawm referred to as the "age of empire" – the last quarter of the nineteenth century to 1914 – with the war being, he wrote, "a natural disaster." [3] The United States' social and political context of the 1890s gives hints about how the role of education, or the educationalization process – the use of education as a social tool – was conceived in relation to the order of the time. The configuration of ideas framing the creeds reveals the dynamics of modernities and transatlantic crossings leads us to explore the interplay of evolutionism, scientific knowledge, reconstructed theologies, social disjunctures, and understandings of gendered and racial ordering. It was a time when increasing technological development, its expansion embodied in intense industrialization, social inequality, and the exploitation of the environment, including the non-human world, shaped the planet in one way or another. [4]

How did the creeds intersect with social reality in the micro-contexts of the US and Canada? How did the creeds approach the matrix of coloniality and modernity? How did religion (non-sectarian Protestantism) intersect in many of the creeds with the pedagogic tenets, with new developments in the psychology of the time, and with versions of evolutionism? What were the technologies and tools that emerged from the conceptions expounded in the creeds? What do the creeds tell us about the institutionalization of education as a scholarly subject and about the transnational movement of the time? What were the silences? What were the invisibilities? We respond to these questions by situating the creed historically and by examining the creeds in relation to the intellectual and ideological configurations of the time that intersect with educational conceptions. The historical interpretative analysis draws from Reinhart Koselleck's concept of multiple temporalities, Quentin Skinner's interpretation theory, David Armitage's notion of transnationality, Nelson Maldonado Torres' understanding of coloniality, Jeffrey Stout's account of the intersection of religion and democracy, and Rosa Bruno-Jofré's working understanding of configuration. We analyze the creeds using the original versions published in *The School Journal*.

[1] *The School Journal* 53, no. 22 (1896): 662.

[2] John Dewey, "My Pedagogic Creed," *The School Journal* 54 (1897): 77–80.

[3] Eric Hobsbawm, *The Age of Empire, 1875–1914* (England: Abacus, 2012).

[4] Dipesh Chakrabarty, *The Climate of History in a Planetary Age* (University of Chicago Press, 2021).

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## Exploring the Material Culture of the Playground Movement in the Late Nineteenth Century: Jane Addams and the Hull-House Playground

Laura Camas

Complutense University of Madrid

Children's play and education seem to be in a continuous discussion in the current educational debate. The use of gamification and ludic pedagogies are shown as efforts that seek an educational paradigm shift. Far from being a seemingly novel issues, the exploration of the educational value of children's play is one of the most popular topics in the history of the last centuries. Understanding the configuration of today's play spaces and their value in societies necessarily involves a mandatory stop is the playground movement of the late nineteenth century. The playground movement was an educational response to the social, political, cultural, and economic context of United States at the end of the century. North American cities encapsulated the hope, optimism and prosperity of industrial and technological growth along with a certain sense of social decadence in terms of inequality and exclusion. Social reformers devoted great efforts in harnessing the spirit of technological, scientific and industrial progress and applying it towards the improvement of the social emergency situation. One of these attempts was the playground movement that advocated for the creation of safe spaces for play in order to overcome childhood and adolescent maladjustments such as school dropout, drug abuse, child labor, gambling, delinquency, child mortality, lack of protection, isolation, and loneliness.

Social reformers, such as Jane Addams or Luther Gulick, justified through various pedagogical discourses - sometimes contradictory - their hopes for the educational use of play for the cultivation of mind, body and morals. Following their statements, in the playground children and adolescents could cultivate virtuous leisure that connected them to the city, not only materially but also spiritually. The movement was systematized and spread to North America through the founding of the Playground Association of America (1906) from where they debated and confronted their ideas through annual meetings and in the monthly publication of the magazine *The Playground*. Addams was one of the driving forces behind the playground movement and a founder of the association. She also founded the first playground at the Hull-House settlement in Chicago (1893). The play space was taken as a reference playground or "model playground"[1] for the construction of other playgrounds in North America. So it is worth questioning, how was the play space organized? What kind of materials were recommended for the construction of the play space? What educational ideas were associated with these materials? And, beyond the wishes and hopes of the reformers such as Addams, how did the children and adolescents receive the reformers' proposal?[2] Did they accept, reject or negotiate the rules and conditions of the playground space? How did they interact with the play material? In this paper, I will analyze the material culture and the spatial organization of the Hull-House playground in relation to the playground movement. For this purpose I will explore the original issues of *The Playground Magazine* and the *Hull-House Bulletin* in the years when the Hull-House playground was active (1893-1910).

[1] Butler, 1965; Cavallo, 1981; Frost, 2010; Rainwater, 1922.

[2] Hines, 2017.

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## Re-contextualizing the early reception of María Montessori in Spain (1906-1936)

Patricia Quiroga Uceda

Complutense University of Madrid

María Montessori is an intellectual figure who emerges with her own voice in the transnational history of education in the 20<sup>th</sup> century. Her pedagogical proposal is based on a deep reflection on the materials that must be integrated in each moment of the educational process. Her ability to reconsider materiality in relation to the evolutionary process of children is a milestone of the first order in the history of education. In the case of Spain, her influence has been, and continues to be, profound. This work aims to study from a historical perspective her early reception in the Spanish context from 1906 to 1936. The starting date for this historical investigation is the year 1906, the date on which the first reference to Montessori could be placed in the feminist magazine *El Álbum Ibero Americano*. The study reaches 1936, the date on which, as a result of the start of the Civil War, the majority of publications in Spain ceased their work, experienced an editorial shift or suffered a significant break. Reception studies of the work of Maria Montessori require a complex and interdisciplinary approach. This paper is framed in the current of intellectual history, more specifically in the studies of circulation, transfer and reception of ideas. The main references are the works of historians such as David Armitage and David Boucher, who have developed analytical contextual approaches for the study of ideas and their reconfiguration in specific geographic spaces and specific time periods. The work is based on primary sources from the Biblioteca Digital Hispánica and the Arxiu de Revistes Catalanes Antigues.

The re-contextualization of the process of reception of Montessori ideas is proposed from three apparently distant fields of pedagogy in the first three decades of the 20<sup>th</sup> century in Spain: politics, religion and medicine. This is a transversal, intersected and complex analysis of the reception of Montessori ideas in Spain that covers a wide ideological spectrum. It is also detected that fields such as politics and religion anticipated the reception of Montessori's work. Therefore, her educational ideas went beyond the framework of pedagogy, proof of this is that its impact was notable in other areas. In fact, intellectuals with a notable presence and influence in various areas of thought in Spain were interested in the figure of Montessori and her conceptualization of the educational materials, that was the case of the feminist Concepción Gimeno de Flaquer; the writer Josep Alemany i Borràs; the priests Father Casulleras Calvet, or the master cartoonist Víctor Masriera.

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## Manuel B. Cossío at the Bilbao National School Exhibition of 1905 and the early configuration of pedagogical critique in Spain.

Jon Igelmo Zaldívar

Complutense University of Madrid

In August 1905, on the occasion of the National School Exhibition, Manuel B. Cossío delivered a conference in the hall of the Bilbao Philharmonic Society. This educational event is contextualized at a time of notable momentum for educational initiatives in Spain that are part of the peak of the regenerationist movement. The event held in Bilbao brought together dozens of schools from all over Spain that exhibited educational projects, students crafts, school furniture, editions of

textbooks and teachers' reports. Among the central acts of the Exhibition, the organizers invited as a keynote speakers four leading figures in the field of pedagogy in Spain: Adolfo Posada, Concepción Saiz, Miguel de Unamuno and Manuel B. Cossío. Cossío's paper entitled «The teacher, the school and the teaching material» («El maestro, la escuela y el *material de enseñanza*») has been recognized as one of the texts that best synthesizes some of the central ideas of his pedagogical thought. By then, Cossío had been director of the National Pedagogical Museum for more than two decades and one year earlier he had taken up the first chair (*catedrático*) of Pedagogy at a Spanish university. At the time, together with Francisco Giner de los Ríos, he was possibly the most representative intellectual of the Institución Libre de Enseñanza, an association that since 1876 led the pedagogical discourse closest to the new school in Spain.

This paper places Cossío's ideas in the context of one of the main exhibitions on school supplies held in Spain at the beginning of the 20th century, the linguistic conventions of the time and the social and political transformations that Spain experienced at this time. The research questions that structure the work are: What were the central ideas that Cossío articulated in his conference in order to present a critique of the materiality of the prevailing scholastic pedagogy in Spanish schools at the time? What notion of education and learner emerges from these ideas? Suffice it to mention that in his presentation, Cossío, when addressing issues relating to teaching material, presented a critique of the mechanistic concept of education. The starting idea in his presentation was that "the material is necessary; but you have to prepare the ground for it to bear fruits." Therefore, Cossío pointed out that «The first teaching material, the appropriate one in any case, the one that is always alive, the one that never runs out, is reality itself, which is generously offered to us».

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## A0 07.2: ECR Special Events 03

### ECR PUBLISHING IN HISTORY OF EDUCATION JOURNALS

Session Chair: **Matilda Keynes**, The University of Western Australia

**Marcelo Caruso<sup>1</sup>, Luigiaurelio Pomante<sup>2</sup>, Antonella Cagnolati<sup>3</sup>, Johannes Westberg<sup>4</sup>,  
Helen Proctor<sup>5</sup>, Antonio Fco. Canales<sup>6</sup>**

<sup>1</sup>Paedagogica Historica; <sup>2</sup>HECL; <sup>3</sup>Espacio, Tiempo y Educacion; <sup>4</sup>Nordic Journal of Educational History; <sup>5</sup>History of Education Review; <sup>6</sup>Historia y Memoria de l'Educacion

At this session the editors of *Espacio, Tiempo y Educación*; *Historia y Memoria de l'Educacion*; *History of Education*; *History of Education & Children's Literature*; *History of Education Review*; *International Journal for the Historiography of Education*; *Nordic Journal of Educational History*; *Paedagogica Historica* will offer young researchers guidance and advice on journal publishing.

Marcelo Caruso: *Paedagogica Historica*

Luigiaurelio Pomante, Lucia Paciaroni and Sofia Montecchiani: HECL

Antonella Cagnolati & Jose Luis Hernandez Diaz: *Espacio, Tiempo y Educacion*



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## A1 07.1: Educational Spaces and Materiality

Session Chair: **Luna Abrano Bocchi**, Universidade do Estado de Minas Gerais

*Keywords:* intermediality, materiality, media archaeology, file sharing, peer learning

### **The Intermedial History of Computer Code Broadcasts and Its Educational Uses**

Jörgen Rahm-Skågeby<sup>1</sup>, Lina Rahm<sup>2</sup>

<sup>1</sup>Stockholm university, Sweden; <sup>2</sup>Royal Institute of Technology, Sweden

This talk presents a study on the Swedish public service radio show 'Datorernas värld (Computer World)', which broadcast listener-contributed computer code in the mid 1980s. The presentation will discuss how this radio show not only constituted an early experiment in public wireless file-sharing, but also a way of public peer-learning, supported by an intermedial combination of new (home computers) and old (cassette tapes and radio) media. As such, the presentation will take a starting point in the material histories of specific media technologies and their educational use, but also delve into the social and political aspects and meanings of said technologies. The article historically situates themes such as intermediality, surveillance, gender representation, and piracy and provides a piece of computing history that is topical but, strangely, critically ignored.



*Keywords:* picturebook, art, children, children's literature, visual turn

### **Image As Technology: Art Illustrated For Children From Pinin Carpi To Alessandro Sanna**

Simone di Biasio

University of Roma Tre, Italy

In 1973, the publisher Vallardi launched a very successful collection dedicated to children, «L'arte per i bambini» (Art for Children), with volumes about some of the greatest painters in history, from Paul Klee to Van Gogh, from Goya to Matisse, or even Rembrandt and Veermer. In these books, the youngest children were introduced to famous artists through stories that combined fantasy stories with illustrations of great works of art as a narrative setting. A pioneering project designed in Italy by Pinin Carpi (son of the director of the Brera Academy) who dedicated his entire life to art and its telling, with particular attention to the «child audience». At that time, next to the artistic avant-gardes of the 1960s, the expression «pictorial turn» was coined (Debes, 1969), a concept outlining the «iconic turn» (Mitchell, 1994; Boehm, 2009) in human history, later renamed also «visual turn» to extend it to the whole field of visuals. Visual literacy has thus become an essential keyword of education in the age of media, and especially of visual media. Starting from the «extended» definition of technology as an «extension of human faculties» (McLuhan, 1964), books as didactic tools represent a pedagogical device that extends the faculty of understanding not only art, but the artistic process, and stands as a technology among technologies. At the heart of this investigation is, of course, the image analysed from a phenomenological (Merleau-Ponty, 1960), historical (Brusatin, 2002), within the perspectives advanced by the «theories of the gaze» (Berger, 1972; Cousins, 2018) developed with the advent of visual culture (Pinotti, 2016; Cometa, 2020). For this reason, the category of children's art books, within the broader genre of children's literature, has, over the last 50 years, assumed considerable relevance not only in art education, but in education tout court within a world densely inhabited by images. The pedagogical use of iconic narration in these picture books (but also silent books) deserves careful analysis as educational tools, material objects that have made the history of education and initiated a new way of «illustrating illustration», in a continuous cross-reference between words and images, but also between images that generate other images. Books that are not, however, only for children, but involve adults themselves in the educational process, ending up by re-including them as learners.

The analysis will therefore explore the evolution of the genre from the 1970s to the present day. So Pinin Carpi, but also Leo Lionni («Il sogno di Matteo»), Hervé Tullet («Giochi d'arte»), Bimba Landmann («Quel genio di Leonardo»), up to Marco Dallari (also a theorist, «Arte per le rime»), Francesco Faccioli («Il sogno di Marc») and Alessandro Sanna («Hai mai visto Mondrian?»). Naturally, specific series of publishers who have continued Vallardi's work in the field of art narrated and illustrated for children will also be considered, including Topipittori, Corraini, Artébambini, L'ippocampo and Fatatrac-Moma.



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*Keywords:* Botany, herbarium, exhibition.

### **Botany and Education: The Herbarium Between The Scientific and The Educational Worlds**

Luna Abrano Bocchi

Universidade do Estado de Minas Gerais, Brazil

The collection of dried, pressed plants, systematically organized, was and still is a fundamental practice in botany. This way of cataloging new and already known species is a reference for research in the area, and is still in use today. In the educational field, the herbarium also played a significant role and was present in schools and other places that sought to bring scientific knowledge closer to a wider audience. In this study, we analyze the use of herbaria in exhibitions organized by the Brazilian botanist Frederico Carlos Hoehne during the first half of the 20th century in São Paulo (Brazil). Hoehne worked in different scientific institutions in São Paulo and, over the years, organized a herbarium, built from herbs he collected himself and also through exchanges established with Brazilian and foreign researchers. Concurrently with this work, Hoehne dedicated himself to the dissemination of scientific knowledge, with various actions that included the organization of exhibitions. Faced with the problem of how to display botanical knowledge, a recurring strategy was the use of the collection of *exsiccata*, which allowed to combine the beauty, the uses and the variety of the plant kingdom. The displays made it possible for visitors to see not only a sample of the plant kingdom, but also a concept that encompassed the classification, organization and interpretation that showed its evolutionary process. The analyzed exhibitions, despite their different characteristics – when they took place, where and for what purpose – had in common the use of herbaria as an exhibition resource, bringing this scientific practice closer to different audiences. In our view, the exhibitions expressed the values of their curator, of what he believed in and intended to show to visitors through carefully crafted arrangements. The dried, pressed, identified and classified plants invited visitors to observe and analyze nature from another perspective. In the events, the herbarium no longer fulfilled the function for which it had been created and started to be re-signified by the different perspectives, becoming a “boundary object”. We understand that this way of organizing the plant kingdom transitioned between the scientific and educational worlds, suffering adaptations and restrictions according to the people, places and purposes of the exhibitions.

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**Keywords:** History of education, technology, educational objects, press, blackboard

## **Technologies As Historical Innovations In The Field Of Education**

*As Tecnologias Como Inovações Históricas No Campo Da Educação*

*Conceição Solange Perin<sup>1,2</sup>, Terezinha Oliveira<sup>2</sup>*

<sup>1</sup>Universidade Estadual do Paraná -UNESPAR, Brazil; <sup>2</sup>Universidade Estadual de Maringá - UEM, Brazil

### *Abstract (in English):*

The use of technology as a pedagogical resource, currently (21st century), added to the difficulties faced in the educational field, especially during the Covid-19 pandemic period, demands that we make a historical reflection regarding moments in which the development of new technologies, in the past, it also modified the use of education objects. Therefore, we consider that it is necessary to conceptualize the word technology and understand the synonym given to its origin. The word comes from the Greek “tekhne + logia”, meaning, respectively, “technique, craft + study, knowledge” which corresponds to the innovation of something that modifies the action and behavior of men in their respective period. It is a technique developed by scientific research that alters theory and practice in different social instances, since, to meet the priorities of each time, scientific development tends to experiment and adapt techniques in the areas that govern society, which are: education, politics and economics. In this perspective, we investigate the use of technology in the material history of educational objects. The objective is to deal with some technological developments that have caused cultural and social changes. Based on this assumption, we could enumerate several educational ‘revolutions’ affected by the creation of innovative objects throughout history. However, we set out to justify the study with two objects that altered the educational method and, consequently, human formation: the creation of the press by Johannes Gutemberg (1400-1468) and the creation of the blackboard (blackboard) by James Pillans (1778-1864). We highlight these two historical moments in order to analyze the significant changes for education, in a global way. The press and the blackboard were objects that, mainly through education, caused marked impacts on cultural and social innovation. Through this conception of analysis, the concept of long duration establishes the plausible theoretical-methodological assumption, basing the analytical interpretation on the periods, objects and social changes caused by the technology of the periods, because, according to Le Goff (1924-2014), ‘the past is a rationalization of knowledge in relation to the present’. The sources, described in the references, will guide the considerations carried out in the two periods and other authors will guide the educational historical relationships treated for clarification of the investigation.

### *Abstract (in Language of Presentation) :*

O uso pedagógico, recurso, atualmente, também histórico, como histórico XXI, dificuldades de período de pandemia de Covid, principalmente, demanda que os momentos de uma tecnologia, no histórico, histórico como, principalmente, o Covid uso de objetos da educação. Para tanto, consideramos que é necessário conceituar a palavra e tecnologia o dado à sua origem. A palavra vem do grego “tekhne + logia”, significando, respectivamente, “técnica, ofício + estudo, conhecimento” que corresponde à inovação de algo que modifica a ação e o comportamento dos homens no seu período. É uma técnica desenvolvida por pesquisas científicas que altera a teoria e prática nas diferentes instâncias sociais, visto que, para suprir as técnicas de educação como as políticas de cada época, o científico que se desenvolve e se adapta como escopos que regem a economia. Nessa, investigamos o uso da tecnologia na história material de objetos da educação. O objetivo é tratar sobre desenvolvimentos tecnológicos que provocam mudanças estruturais e sociais. Partindo dessa criação. Contudo, nos propusemos justificar o estudo com dois objetos que alteram o método educacional e, conseqüentemente, a formação humana: a criação da imprensa por Johannes Gutemberg (1400-18) e a criação do quadro-negro (lousa) por James Pillans (1778) -1864). Destacamos esses momentos históricos no sentido de análise como mudanças significativas para a educação, de forma global. A imprensa e a lousa foram objetos que, principalmente por meio da educação, causaram impactos marcantes na inovação cultural e social. Por essa criação, de análise fundamental, o conceito de longa duração definido o teórico teórico plausível, e a interpretação teórica sobre os períodos, e as mudanças metodológicas pensadas pela tecnologia dos períodos, segundo, Le Goff (19), pois segundo, Le Goff (19) passado é uma racionalização do conhecimento em relação ao presente’. Como fontes, conhecidas das referências históricas, publicadas nos dois períodos e demais autores previstos para investigar da investigação.

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## A2 07.1: School and Culture

Session Chair: **Décio Gatti Jr.**, Federal University of Uberlândia

Keywords: History of Education, Brazil, School, Civic-Patriotic Parade, Marching Band

### **Civic Parades And Marching Bands As Educational Objects In The Brazilian Republic Schools From The 1930s To 1950s**

*Os Desfiles Cívicos E A Fanfarra Como Objetos De Ensino Da Escola Republicana Brasileira Nas Décadas De 1930 A 1950*

Giseli Cristina do Vale Gatti<sup>1</sup>, Décio Gatti Jr<sup>2</sup>

<sup>1</sup>University of Uberaba, Brazil; <sup>2</sup>Federal University of Uberlândia, Brazil

#### *Abstract (in English):*

In this study, we analyze the importance of civic parades and marching bands as educational objects in Brazilian schools in the 1930s to 1950s. Research sources included manuscripts, printed material, extensive iconography, and, when possible, testimony from former students and teachers. These civic-patriotic parades were of central importance in the life of Brazilian schools in the time covered by the investigation, and they occurred through the main avenues, streets, and squares of the cities where the different schools studied were established. Preparations in the school environments occupied every school year, above all for parades on the Seventh of September (Brazilian Independence Day) and on the Fifteenth of November (Proclamation of the Republic Day). They generated movement of teachers and students around the school marching band, with use of the respective musical instruments and rehearsals in the schools and through the streets of the city. They also generated movement of all students of the school, who participated in the parade, duly attired, with a standard-bearer and appropriately rehearsed choreographies. Consequently, efforts at constructing a representation of the Nation and of the Republic (observed in different Brazilian cities in naming of streets, avenues, and squares) were added to the civic commemorations, integrating the schools with the cities. It is noteworthy that this consistent training dimension of a civic and patriotic character occurred in the sphere of the state public schools, but had strong collaboration from the Catholic schools. In both cases, the schooling endeavor not only had the functions of knowledge acquisition and preparation for work, but also the prominent role of training the citizen with a civic and patriotic spirit. In fact, in the memory of the subjects of the school institutions in the period covered by the investigation, the civic-patriotic parades are highly present and took a central place in relation to other important school experiences. During the *Estado Novo* (New State), from 1937 to 1945, management of authority in Brazil was marked by centralization of social life in the State. Nevertheless, this predominant role of the State did not come about without the collaboration of important social institutions, including the Catholic Church. This can be seen, for example, in the introduction of religious teaching in state public schools. This alliance seems to show the predominance of a liberalism more concerned with maintaining social order than with ensuring individual rights, as well as of progress conducted by the State rather than by private initiative in the social sphere. These factors reveal how the expansion of schooling possibilities were involved with processes of urbanization and modernization of cities and of Brazil, joining civic, patriotic, and Catholic ideas. This can clearly be seen, in action, in the civic-patriotic parades and marching bands as educational objects of a school. The effect of these activities expanded from teaching-learning of subjects in preparation for exercising a profession to civic-patriotic formation.

#### *Abstract (in Language of Presentation) :*

Neste trabalho analisamos a importância dos desfiles cívicos e das fanfarras como objetos de ensino na escola brasileira entre as décadas de 1930 e 1950. As fontes de pesquisa incluíram manuscritos, impressos, farta iconografia e, quando possível, depoimentos de antigos alunos e professores. Constatou-se a importância central na vida das escolas brasileiras da época coberta pela investigação dos desfiles cívico-patrióticos, o que ocorria pelas principais avenidas, ruas e praças das cidades onde estavam instaladas as diferentes escolas estudadas. Percebeu-se que as preparações no âmbito das escolas, sobretudo, para os desfiles do Sete de Setembro (comemorativo da Independência do Brasil) e do Quinze de Novembro (comemorativo da Proclamação da República) ocupavam todo ano letivo escolar, o que movimentava professores e alunos em torno da fanfarra escolar, com utilização de seus respectivos instrumentos musicais, com ensaios no interior das escolas e pelas ruas da cidade, mas, também movimentava todos os alunos da escola que participavam do desfile, devidamente paramentados, com porta-bandeira e coreografias devidamente ensaiadas. Somavam-se, desta maneira, esforços de construção de uma representação da Nação e da República, já observada em diferentes cidades brasileiras na nomenclatura de ruas, avenidas e praças, com as comemorações cívicas que integravam as escolas às cidades. É interessante observar que esta consistente dimensão formativa de caráter cívico e patriótico ocorria no âmbito das escolas públicas estatais, mas com forte colaboração das escolas católicas. Em ambos os casos, constata-se que, para além das funções de aquisição de conhecimentos e de preparação para o trabalho, a formação do cidadão com espírito cívico e patriótico também ocupava lugar de destaque no empreendimento escolar. De fato, na memória dos sujeitos que habitavam as instituições escolares no período coberto pela investigação, os desfiles cívico-patrióticos estão muito presentes e ganham centralidade em relação a outras importantes vivências escolares. Note-se que durante o Estado Novo, de

1937 a 1945, a gestão do poder no Brasil foi marcada pela centralização da vida social no Estado. Todavia, este papel predominante do Estado não se fez sem a colaboração de importantes instituições sociais, entre as quais a Igreja Católica, o que pode ser visto, a título de exemplo, na introdução do ensino religioso nas escolas públicas estatais. Esta aliança parece evidenciar a predominância de um liberalismo mais preocupado com a manutenção da ordem social do que com a garantia de direitos individuais, bem como de um progresso conduzido pelo Estado do que pela iniciativa particular no âmbito da sociedade. Estes fatores permitem compreender a forma como a ampliação das possibilidades de escolarização estiveram envolvidas com os processos de urbanização e de modernização das cidades e do país, unindo ideais cívicos, patrióticos e católicos, o que se via plenamente em ação nos desfiles cívico-patrióticos e nas fanfarras como objetos de ensino de uma escola que se desdobrava do ensino-aprendizagem de disciplinas preparatórias para o exercício de uma profissão para a formação cívico-patriótica.

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*Keywords:* educational technology, blackboard/chalkboard/whiteboard, pedagogy, digital screen, epistemology  
**Rethinking “Blackboard”: Teaching Medium, Space and Method from a Cultural-historical Perspective**

Lin Li

East China Normal University, China, People’s Republic of

Invented as a “low-tech” yet indispensable teaching apparatus in modern classroom, blackboard has greatly shaped the medium, space and pedagogy for school education. Over the past two centuries, “blackboard” itself has also been constantly transformed in terms of color, material and function, from the traditional black wooden surface to the interactive digital screen, which requires study from historical, technological and educational perspectives. This study accordingly tries to synthesize the approaches of three dimensions. First the etymological and lexical dimension, analyzing the definition of the key entries, i.e., blackboard/chalkboard/whiteboard, in the representative dictionaries; it also focuses on the material and technological aspect, tracing the transformation of such “boards” from wood/stone to plastic to digital/online forms and their functions extended; an educational perspective is employed throughout the whole investigation, especially on how the invention and involution of “blackboard” shaped the class space, teacher-student relationship and subject pedagogy. Beyond the concern of educational technology, the author reserves special attention to the epistemological issue in dealing with the presentation, transmission and acquisition of knowledge for different cognitive subjects. A meticulous examination of this theme contributes to a deeper reflection upon teaching in the era of COVID-19, when most of our communications and even the “being” are delicately relying on the wired(less) “boards”.

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- LI Lin obtained his PhD in History from The Chinese University of Hong Kong. Currently, he is an Associate Professor at the Department of Education and a Research Fellow at the Institute of Schooling Reform and Development, Faculty



of Education, East China Normal University. His academic interests cover the history of education and political-cultural history in late imperial and modern China. For more information, kindly please visit: [https://faculty.ecnu.edu.cn/\\_s8/II2\\_en\\_3156/main.psp](https://faculty.ecnu.edu.cn/_s8/II2_en_3156/main.psp).



*Keywords:* Education, History of Education, Women Teachers, Female Education, Transnational History

**Women's Education and Educational Practices of Teachers  
(Rio Grande do Norte-brazil in the Twentieth Century)**

*Educação da mulher e práticas educativas de professoras (Rio Grande Do Norte, século XX)*

Francinaide de Lima Silva Nascimento

IFRN, Brazil

*Abstract (in English):*

This research aims to highlight educational trajectory and practices of female teachers. It deals with their contributions to education in Rio Grande do Norte in Brazil during the twentieth century. In the Brazilian Republican period, women were majority in teaching staff, in professional education throughout different institutions being in the genesis of its operation. In addition to being teachers, heads of educational institutions, these women were writers, journalists, and copywriters. In the realm of such activities, relevant issues regarding academic culture, teaching professionalization, feminization in education, educational practices and representations, as well as intellectual itineraries came forth; all of which underlined the history of educational institutions, class bodies and educational media at the time. These teachers collaborated directly in this emerging of a new educational reality, whether in public, subsidized, private or confessional institutions. From a perspective of gender analysis and transnational history, these subjects were from Brazil and foreign countries such as Germany, Denmark, France, United States, Ireland, Romania and Switzerland. Thus, it is possible to point out relations of interdependency between Brazil and Europe as well as the United States. The research relied on theoretical landmarks in the works of Scott (1990), Chartier (1990), Elias (1994; 2001), Thébaud (1995), Certeau (1996), Perrot (1998), Vidal (2002), Morais (2003; 2006; 2019), Viñao (2004), Machado (2005; 2009; 2013), Butler (2010; 2015), Rogers (2014), among others. The historiographic approach dealt with varied documental fonts such as textual, iconographic, and oral sources. One of the main contributions has been to bring to light the trajectory of female teachers, often unknown, and to recognize their legacy and educational practices in Rio Grande do Norte, and consequently in Brazil in contexts of constitution of educational projects in dispute from the historical perspective.

*Abstract (in Language of Presentation) :*

Esta pesquisa visa evidenciar a trajetória formativa e de atuação de mulheres professoras e suas contribuições à educação norte-rio-grandense durante o século XX. No período republicano as mulheres constituíam majoritariamente a formação dos quadros docentes das diferentes instituições de ensino e de classe profissional, estando na gênese de seus funcionamentos. Além de atuarem como professoras nas salas de aula e dirigentes de instituições educativas, eram literatas, jornalistas e redatoras. Emergem de suas atuações, relevantes temas concernentes à cultura escolar, profissionalização docente, feminização do magistério, práticas e representações, bem como itinerários intelectuais, subjacentes à história de instituições educativas, órgãos de classe e imprensa educacional. Essas mulheres professoras colaboraram diretamente com o molde de realidades educacionais emergentes, seja em instituições públicas, subvencionadas, privadas ou confessionais. Em uma perspectiva de análise de gênero e história transnacional, ressalta-se que eram de nacionalidade brasileira e estrangeiras provenientes de países como Alemanha, Dinamarca, França, Estados Unidos, Irlanda, Romênia e Suíça. Desse fato, destacam-se as relações de interdependência gestadas e evidentes entre o Brasil, a Europa e os Estados Unidos. Os interlocutores fundantes nas análises da pesquisa são Scott (1990), Chartier (1990), Elias (1994; 2001), Thébaud (1995), Certeau (1996), Perrot (1998), Vidal (2002), Morais (2003; 2006; 2019), Viñao (2004), Machado (2005; 2009; 2013), Butler (2010; 2015), Rogers (2014), dentre outros. Para esta operação historiográfica dispomos de várias fontes documentais, textuais, iconográficas e orais. Um dos principais contributos tem sido trazer à luz a trajetória de mulheres professoras, muitas vezes desconhecidas, e reconhecer o legado de suas atuações para a educação norte-rio-grandense e, por conseguinte à brasileira, em contextos de constituição de projetos educacionais em disputa a partir da perspectiva histórica.

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## A6 07.1: Production and Circulation of Educational Objects

Session Chair: **Domenico Francesco Antonio Elia**, University of Bari «Aldo Moro»

*Keywords:* street kamishibai, Bible story kamishibai, visual educational tool for children, Christian social worker, the Great Depression

### **The Transformation of Street Kamishibai (Paper Theatre) to Educational Tool in 1930s Japan: The Practice of Miss Yone Imai**

Keiko Sasaki

The University of Electro-Communications, National University, Japan

Kamishibai (paper theatre) originated in Japan in the 1930s as a form street entertainment, and later became an educational tool in kindergartens and nurseries (Chizuko Kamiichi, 1997). It consists of a miniature stage made of wood or thick paper placed on a table, inside of which ten to 20 pictures drawn on large sheets of paper are slid one after the other in a story narrated by a teacher. The value of this medium as a tool of interaction between children and teachers has been recognised and promoted globally (Tara M. McGowan, 2015). This paper, through an analysis of Imai's original kamishibais, her book, and a survey of kamishibai by Tokyo City in the 1930s, investigates the origins of educational kamishibai through the practice of Christian social worker Miss Yone Imai, and discusses from the socio-economic viewpoint how it became an educational tool that prevailed in 1930s Japan.

Yone Imai graduated from Tokyo Higher Normal School for Women in 1921 and began working as a teacher. After the Great Kanto Earthquake in 1923, she changed careers to become a social worker based in a Christian church. In 1927 she travelled to the USA to study social work, religious education, drama and religious education, and child psychology (Take-nobu Kotani, 1968 in Chizuko Kamiichi, 1988). In 1931 she returned to Japan during the Great Depression, where she soon noticed that a thousand of unemployed individuals had become street kamishibai performers in Tokyo—a total of 2000 by 1935. Tokyo City estimated that 600,000 to 1,000,000 children watched kamishibais every day (Tokyo City, 1935). She opened a Bible class in her small downtown church and found that kamishibai, which had been rejected by school teachers and middle-class parents due to its vulgar and stimulating content, harsh colours, and terrifying pictures, nevertheless held a strong attraction for children, particularly poor children. Recognising its potential as a visual educational tool, she commissioned artists to create about 50 kamishibai pictures based on Bible stories and used them in her classes. Imai herself soon began to perform kamishibai shows on the streets, which was extremely rare for a woman in those times. Sometimes as many as 100 children enjoyed her kamishibai shows. Eventually priests, social workers, and educators began using kamishibai in childhood education. Further, her kamishibais were sent to New York, Hawaii, London, and cities throughout Asia via the network of Christian and social workers (Kumono Hashira, 1935). In response, Japanese early childhood educators and publishers adopted Western fairy tales or children's stories in kamishibais (Sumida Heritage Museum, 2015).

Imai stated in her book that "Kamishibai is the easiest and least expensive way to put on an everyday show for children. You only need to read the narration without any particular technique. Just watch the children's reaction and slide on to the next picture." (Yone Imai, 1934). When Imai performed her kamishibai, the audience often felt, "I can do that too." This is one of the factors that made kamishibai widely accepted as an educational tool.

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*Keywords:* moral recognition, disadvantaged youth, education, social pedagogy, curriculum

**The Struggle For Recognition In Shelters For Ex-ward Youth In The Province Of Barcelona, Spain.  
Methods, Technologies And Moral Disrespect**

Amanda Aliende da Matta

University of Barcelona, Spain

For Herzog (2021), suffering is in itself a form of social criticism when it is related to something that the sufferer considers should be changed in the world. But the experiences of moral disrespect are often accompanied by the difficulty of putting what one feels into words, of rationally and cognitively understanding the normative origin of what one feels (Honneth, 2011; Herzog, 2021). Suffering is pre-reflective, and many times there is no precise and known language to express it (Herzog, 2021). In an action research conducted with the youth that lives in ex-ward shelters in the province of Barcelona (between 2019 and 2021), we found that these youth indeed did not have the tools to express their experiences of moral disrespect other than explaining anecdotes and confronting them with what they considered experiences of moral recognition. The results of the diagnostic evaluation (first research phase of the study) showed that they have a low perception of social moral recognition in their community and society, but had difficulty expressing their normative expectations and desires.

According to the Support Area for Young People in Out-of-home Care (ASJTET) of the General Directorate of Attention to Children and Adolescents of the Government of Catalonia (DGAIA), the fundamental objective of the work in shelters is «to achieve the greatest possible development of the young person in aspects of health, well-being, affective and motivational aspects, as well as in social skills and personal autonomy that allow them to integrate more easily into social, educational, work contexts and community” (according to the ASJTET System Assessment Manual). Nevertheless, the tools for planning and monitoring the goals focus on the individuals, and not on their relationship with their contexts. Also, the work is mostly done in individual meetings with educator-youth, not addressing directly their social integration. Finally, the hidden curriculum in the social education out-of-home care institutions attributes excessive responsibility and blame to forlorn children and youth, whilst not offering enough resources for their development.

In this communication, we aim to argue that the pedagogical technologies, methodologies and curriculum of the ex-ward shelters are, in itself, promoters of individualism and do not stop the dynamics of moral disrespect towards ex-ward youth. We conclude discussing the need to systemically understand the moral recognition of people in situations of social vulnerability.

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*Keywords:* education, scholastic material culture, pandemic, hygiene

**Pandemics And Childhood: Analysis Of How To Face Health Crisis In 1918 And 2020  
From The Perspective Of Material Culture**

*Pandemias E Infância: Análise Do Enfrentamento Das Crises Sanitárias De 1918 E 2020*

*Na Perspectiva Da Cultura Material Na Educação*

Carla de Oliveira, Tania Maria Serafim, Rayane Jéssica Aranha da Silva

UNICAMP, Brazil

*Abstract (in English):*

The present work approaches, from a historical perspective, how hygienist and health relations, which were the foundations of daycare as a childcare institution, return in the current pandemic scenario, and are instituted in documents and in the material culture that permeates early childhood education. For this purpose, we start with two mentions taken from different contexts. The first one, highlights that, «Since the beginning of this month, the nuns and other people of the Day Care Center have begun to leave, having suspended the seclusion hitherto observed, claimed by the pandemic that devastated our Capital, and whose decline in that month allowed the visits of parents to their children admitted to the day care center.» This excerpt is part of the minute book of meetings of a day care center founded in 1912 in the city of São Paulo. With the emergence of the Spanish flu epidemic, the institution vetoed the possibility of family visits during some months of 1918, taking back in 1919, as mentioned in the excerpt. The second mention, extracted from the care protocol booklet of a public daycare center in the city of Campinas, in the context of the Covid-19 pandemic states that «Families are not allowed to enter into the unit, to avoid crowding and circulation of people. For this, they must accompany their child, only to the place agreed upon for the reception.» Because of the current pandemic, regulations with this content have instituted attendance protocols that introduce a change in the relationship between school and family, because, if previously, the presence of families in the school space was encouraged, the prohibition justified by the imminent risk of contamination, as occurred in the beginning of the twentieth century, changes the relationships within the institution. Meanwhile, the school culture, which according to Vidal (2017), is materialized in scriptural and non-scriptural practices, also changes. The excerpts from the minutes of meetings and health guidelines from the past and the regulations and protocols from the present were analyzed under the theoretical-methodological bias of Escolano Benito (2017), anchored in the ethnohistory of educational institutions. When comparing past and present, we verify the return of the intensification of the hygienist perspective modulating the relationships inside the schools and, consequently, overlapping the educational principles. Artifacts such as masks, alcohol gel, and easy-to-sanitize materials make up a new materiality that promotes health and hygiene, to the detriment of the pedagogical actions and principles of early childhood education. Without committing anachronisms, analyzing and establishing relationships between both historical periods, 1918 and 2021, is fundamental, for knowing the history of the work with this age group subsidizes reflection and understanding of the present time. After a little more than one hundred years between the excerpts, we highlight the fact that early childhood education only gained educational status at the end of the 20th century, and that the achievements and advances of this level of education are in little dialogue with the procedures and protocols for dealing with the pandemic inside the educational units

*Abstract (in Language of Presentation) :*

O presente trabalho aborda, a partir da perspectiva histórica, como as relações higienistas e de saúde, fundantes da creche enquanto instituição de atendimento à infância, retornam no cenário atual da pandemia, e se instituem, em documentos e na cultura material que permeia a educação infantil. Para tanto, partimos de duas citações retiradas de diferentes contextos. A primeira, destaca que, “Desde o princípio do corrente mês, começaram as irmãs e o pessoal da Creche a sair, tendo sido suspensa a reclusão observada até então, reclamada pela pandemia que devastou a nossa Capital, e cujo declínio permitiu nesse mês as visitas dos pais aos filhos internados na creche”. Este excerto integra o livro ata de reuniões mensais de uma creche fundada em 1912 na cidade de São Paulo cujo intuito era abrigar e assistir os filhos de mulheres trabalhadoras. Com a emergência da epidemia da gripe espanhola, a instituição vetou a possibilidade de visitas de familiares durante alguns meses do ano de 1918, sendo retomada em 1919, conforme menciona o excerto. A segunda citação, extraída da cartilha de protocolos de atendimento de uma creche pública do município de Campinas, no contexto da pandemia da Covid-19 determina que “As famílias não estão autorizadas a entrar na unidade, para evitar a aglomeração e circulação de pessoas. Para isto, devem acompanhar a sua criança, apenas até o local combinado para a recepção.”. Em razão da atual pandemia, regulamentações com este teor instituíram protocolos de atendimento que instauram uma mudança na relação entre escola e família, pois, se anteriormente a presença das famílias no espaço es-



colar era fomentada, a proibição justificada pelo risco iminente de contaminação, tal qual ocorrera no início do século XX, modifica as relações no interior da instituição. Nesse ínterim, a cultura escolar, que segundo Vidal (2017), se concretiza nas práticas escriturais e não-escriturais também se modifica. Os trechos das atas de reuniões e orientações sanitárias do passado e as regulamentações e protocolos do presente foram analisados sob o viés teórico-metodológico de Escolano Benito(2017), ancorada na etno-história das instituições educativas. Ao cotejar passado e presente, verificamos o retorno da intensificação da perspectiva higienista modulando as relações no interior das escolas e, por consequência, sobrepondo-se aos princípios educativos. Artefatos como máscaras, álcool gel e materiais de fácil higienização, vão compondo uma nova materialidade, que preconiza a saúde e o higienismo, em detrimento das ações e princípios pedagógicos da educação infantil. Sem cometer anacronismos, analisar e estabelecer relações entre ambos os períodos históricos, 1918 e 2021, é fundamental, pois, conhecer a história do trabalho com essa faixa etária subsidia a reflexão e compreensão do momento presente. Transcorridos pouco mais de cem anos entre os excertos, ressaltamos o fato de que a educação infantil ganhou status educativo somente no final do século XX e, as conquistas e avanços desse nível de ensino pouco dialoga com os procedimentos e protocolos de enfrentamento à pandemia no interior das unidades educacionais.

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*Keywords:* Toys, Trademarks, Patents, Italy, 20th century

### **The production and circulation of toys in Italy after World War II: the sources of the Central State Archives**

Domenico Francesco Antonio Elia

University of Bari «Aldo Moro», Italy

This contribution investigates the patents and trademarks of the Central State Archives in Rome with regards to the production and selling of toys in the second half of the twentieth century. They are an unpublished source in the study of childhood history. The purpose of the intervention is to enhance the role of the toy as a specific educational object with an elusive ontological nature (see Fink 2008; Barthes 1974; Pinon 1997). Indeed, toys despite targeting children, are produced by adults and represent cultural and educational conceptions typical of adulthood (see Quinto Borghi 2002, p. 5). They have a complex nature also because their features make them desirable for children as well as adults, who are those in charge of purchasing a toy or not (Orestano 2016, p. 134). Toys, therefore, according to Caillois heuristic indications (1989), symbolize the society and culture in which the different generations operate (see Drasigh 2008, p. 168). Unfortunately, the toy has been mainly considered in antiquarian studies and research on collecting. Little attention has been paid to contextualize it “within the social and economic context in which, during the 20<sup>th</sup> century, it has changed from an artisanal product reserved to the children of the wealthiest social classes into a mass-produced object [...] and a real object of consumption” (Meda 2014, p. 63). Games and toys, as Montecchiani argues in a recent paper, prove to be “now indispensable sources for historical-pedagogical research, which, at present, aims to reformulate the investigation into educational and cultural processes and to start a renewed critical analysis of adult imaginaries” (Montecchiani 2021, pp. 728-729). The present paper intends to contribute to historical-educational research about childhood consumption by focusing on toys. It fills in a gap in a field which has only recently been considered by research, despite its relevance: “it seems evident that consumption has full citizenship in the educational field, and it is, therefore, appropriate to start investigating this phenomenon as a formative process in the present and the past” (Oliviero 2017, p. 10). In addition to the topic of consumption, the paper sheds light on the circulation of toys by investigating archival data to outline trading networks. While in the Fascist era there was a transition from artisanal to industrial toys (Musso 2005), it was in the years of the economic boom that “a decisive increase in the sector took place, with a rapid increase in exports, so that the [Italian] Peninsula competed for the primacy in this sector with Germany and France” (Mattioni 2017, p. 269). The methodology used follows Hamilton’s approach in *Patents: a neglected source in the history of education* (2009) and Meda’s one in *Means of mass education* (2016). Meda argues that interpreting patents in the light of the historical, economic, and cultural context in which they were registered enables the scholar to “determine the demand that the production of the object was trying to satisfy, the extent of its diffusion and therefore its real pedagogical impact” (Meda 2016, p. 161).

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## A7 07.1: Technologies and Education (2)

Session Chair: **Eduardo Galak**, CONICET/UNLP

*Keywords:* Congress, technology, physical education, education, body

### **The use of technology at the First Argentine Congress of Physical Education (1943)**

*Los usos de las tecnologías en el Primer Congreso Argentino de Educación Física de 1943*

**Antonella Bertolotto, Eduardo Galak**

CONICET/UNLP, Argentine Republic

#### *Abstract (in English):*

The objective of this research is to investigate the use of technologies in the First Argentine Congress of Physical Education, an event organized by the Association of Physical Education Teachers from December 13 to 20, 1943, at the Argentine Automobile Club located in the Federal Capital of Buenos Aires. Congress intended to propose certainties and solutions with respect specifically to the disciplinary field, but also other specialties and labor fields related to physical culture. This event has historical significance because it was the first of its kind in Argentina, because of the plurality of voices found -national and international- and because it was also a pioneering event in incorporating new technologies, such as film and radio projections. In this sense, it can be read as a space that makes it possible to identify common narratives, dominant logics of meaning, a certain transnationalization of objects, and labor needs in the topics addressed. These topics were exposed as a mechanism to establish common principles, guidelines, biotypes, and working conditions for the configuration of a national and continental disciplinary matrix. This leads us to believe that Congress attempted to consolidate an internationalization of the methods of educating the bodies in Latin America in addition to managing a federalization of the field.

In this context, the use of technologies such as cinematographic projections, photographs, radio, and the written press made it possible to massively produce and circulate discourses and meanings through the field of physical culture. A total of fifteen film projections were made, mostly provided by the Inter-American Diffusion Association, by the General Directorate of Physical Education, and by Casa Bayern. In turn, the South American Gymnastics Institute specifically for women and children gave a talk accompanied by three film projections. It is possible to identify that the cinematographic exhibitions are related to the thematic sections carried out, as a way not only to educate ways of doing but also ways of seeing: education of the gaze, homogenizing and normalizing issues around the body and shapes to educate the viewer through movement (Galak, 2020). Photographs had a space intended exclusively for their exhibition, where books on the specialty of gymnastics and sports photographs taken by official and private institutions, teachers, specialists, and commercial establishments were displayed. In this way, thru their performative nature (Arfuch, 2009), they built and transmitted *official* meanings and representations around the education of the body. While radio and newspapers were part of the topics addressed in the Congress. Specifically, they used the radio transmission of the national state and various newspapers such as *Crítica*, *el Mundo*, *El Pampero*, *La Prensa*, *Predica*, and *Cabildo* to circulate computer issues and also to produce a favorable public opinion. Understanding them as social, political, and pedagogical actors (Kircher, 2005; Qués, 2013), they were considered an appropriate space for disseminating the problems and benefits of the discipline, being an effective means for its organization.

#### *Abstract (in Language of Presentation) :*

El objetivo de esta investigación es indagar los usos de las tecnologías en el Primer Congreso Argentino de Educación Física, evento organizado por la Asociación de Profesores de Educación Física desde el 13 al 20 de diciembre de 1943 en el Automóvil Club Argentino ubicado en la Capital Federal de Buenos Aires. La intención del congreso era plantear certezas y soluciones con respecto específicamente al campo disciplinar, pero también a otras especialidades y campos laborales con incumbencia en la cultura física. Este evento tiene significación histórica porque fue el primero de su tipo en Argentina, por la pluralidad de voces encontradas -nacionales e internacionales- y por ser un evento pionero también en incorporar nuevas tecnologías, como las proyecciones cinematográficas y radiofónicas. En este sentido, puede ser leído como un

espacio que permite identificar en los tópicos abordados las narrativas en común, lógicas de sentido dominantes, cierta transnacionalización de objetos y necesidades laborales. Estos tópicos se expusieron como mecanismo para establecer principios, lineamientos, biotipos y condiciones laborales en común para la configuración de una matriz disciplinar nacional y continental. Lo que permite pensar que el Congreso no solo buscó gestionar una federalización del campo, sino que intentó consolidar una internacionalización de las formas de educar los cuerpos en Latinoamérica.

En este contexto, la utilización de las tecnologías, como las proyecciones cinematográficas, las fotografías, la radiofonía y la prensa escrita, permitió producir y hacer circular discursos y sentidos masivamente mediante el campo de la cultura física. Se realizaron un total de quince proyecciones cinematográficas, en su mayoría proporcionadas por la Asociación de Difusión Interamericana, por la Dirección General de Educación Física y por la Casa Bayern. A su vez, el Instituto Sudamericano de gimnasia específicamente femenina e infantil brindó una charla acompañada por tres proyecciones cinematográficas. Es posible identificar que las exhibiciones cinematográficas guardan una relación con las secciones temáticas realizadas, como una forma no sólo de educar modos de hacer, sino también modos de ver: una educación de la mirada, homogeneizando y normalizando cuestiones en torno al cuerpo y a las formas de educarlo a través del movimiento (Galak, 2020). Por su parte, las fotografías tenían un espacio destinado exclusivamente a su exhibición, donde se exponían libros de la especialidad y fotografías gimnásticas y deportivas sacadas por instituciones oficiales y privadas, profesores, especialistas y establecimientos comerciales. De esta manera, mediante su carácter performativo (Arfuch, 2009), construyeron y transmitieron sentidos y representaciones *oficiales* en torno a la educación del cuerpo. En tanto que la radiofonía y los periódicos fueron parte de las temáticas abordadas en el Congreso. Específicamente utilizaron la transmisión radial del estado nacional y diversos periódicos como *Crítica*, *el Mundo*, *El Pampero*, *La Prensa*, *Predica* y *Cabildo* para circular cuestiones informáticas, pero también para producir una opinión pública favorable. Comprendiéndolos como actores sociales, políticos y pedagógicos (Kircher, 2005; Qués, 2013), se los consideró como un espacio apropiado para la divulgación de las problemáticas y beneficios de la disciplina, siendo un medio eficaz para su organización.

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*Keywords:* textbook, textbook research, source research, source dimension

#### **Source Dimensions in Hungarian Textbook Research (1867-1918)**

Zsófia Molnár-Kovács

University of Pécs, Hungary

Textbook research has become increasingly prominent in educational science studies in recent decades, opening the way to the analysis and reinterpretation of contexts that can further enrich the exploration of what is happening in schools and in the world of education (see Gróz, 2005, p. 199; see also Fuchs, Niehaus & Stoletzki, 2014; Fuchs & Bock, 2018). This presentation aims to contribute to the foundation of this type of research by creating so-called source dimensions and provides a more in-depth focus on written sources, source groups and the background of source knowledge. Emphasising the importance and possible ways of source research, it structures the sources that may contribute to the productive study of textbooks from the era of Dualism – an important historical period between 1867 and 1918 in Hungary –, by relating them to these dimensions. These source dimensions, which will be discussed in detail in this presentation, are the following: education policy, pedagogy-school, and academic literature.

The three source dimensions defined are further subdivided into sub-dimensions as follows:

1. Education policy dimension: - Regulations and articles: textbook adoption process in the Era of Dualism;- Curricula, - Documents of (educational) professional bodies/councils.
2. Pedagogy-school dimension: - Textbooks, - Written heritage of textbook authors, - School records: research on textbook usage.
3. Academic literature dimension: - (Academic) literature of textbooks in the era of the Austro-Hungarian Monarchy, - Academic literature of textbooks since 1918.

The main pillars of the systematization that will be highlighted during the presentation are two volumes published in



2017 and 2019. These build on and reinforce each other in terms of content, providing studies, an extensive sourcebook, and a detailed description of the unfolding dimensional scheme (see Molnár-Kovács, 2017, 2019). A further key result is that a more extensive source analysis is available within each of the three dimensions, based on a single source group (see Molnár-Kovács, 2019). The structure and its elements presented in this presentation can of course be further extended and deepened in space and time. Although the presentation studies the aspects of source knowledge of the research on textbooks from the examined period primarily based on the source basis available in Hungary, and the examples mentioned are also in line with this, the dimensions explored can be placed and interpreted in an international context. Thus, the research horizon is not restricted either vertically or horizontally to national resource specificities. Adapting to the needs and opportunities of the digital world, the presentation also aims to highlight the online possibilities that facilitate access to various resource repositories and databases, thus effectively supporting the systematic exploration of sources for historical textbook research (see Molnár-Kovács, 2021).

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*Keywords:* history of education, Minas Gerais, XIX century, regionalization, student's profile

### **Gender, Race And Socioeconomic Profile In Brazilian Primary Education: A Regionalized Approach Of Minas Gerais In The 1830s**

*Gênero, Raça E Perfil Socioeconômico Na Instrução Primária Brasileira: Uma Abordagem Regionalizada De Minas Gerais Na Década De 1830*

*Vanessa Souza Batista*

Universidade de São Paulo, Brazil

#### *Abstract (in English):*

When the independence of Brazil (1822) occurred, the government started the construction of speeches about the necessity to educate the Brazilian population through the teaching of reading, writing, and numbers, which corresponded the content to primary education. In 1834, with the Additional Act to the Constitution, the Brazilian provinces gained autonomy to legislate education. The present research contemplates this historical period and aims to identify the profile of those who participated in primary education in the province of Minas Gerais in the 1830s. Concerning the student profile, the following categories of analysis were used: gender, ethnic-racial group, and the family group's socioeconomic status. In other words, we sought to identify white, black, poor, and wealthy students. In this case, the nominative lists of inhabitants from 1831 and 1832 were used as the primary source. This source delimits the time frame of the research and presents information on all the inhabitants of a household in several districts of Minas Gerais, such as, for example, name, status (free, freed, or enslaved), race/color, age, and occupation. Some lists even pointed to children's participation in primary education in the field of occupation. This information made it possible to detect, quantify and problematize the participation of different persons in the schooling process. Of the 234 remaining nominative lists, 42 were located with indications of 1184 individuals participating in primary education, distributed throughout the province of Minas Gerais. However, it started from the hypothesis that the schooling process, especially about the student's profile, was not homogeneous throughout the Minas Gerais territory, given the great diversity of this space. In this way, the methodology of regionalization was chosen, dividing Minas Gerais into regions and having the following criteria: demographic, economic, historical, and social. Due to this methodology, it was possible to analyze the nominative lists of three regions that make up the province of Minas Gerais: the Central Mining region, the South region, and the Pitangui-Tamanduá region. A quantitative and qualitative approach was used to analyze these data, building a dialogue between Demographic History and Social History. Thus, the quantification of the number of children attending the school (and statistics by gender, ethnic-racial belonging, and social status) was raised to produce a problematized reflection on nineteenth-century

society. Therefore, the analyzes referring to the students in the schooling process were confronted with the data of the total populations of each region, which made it possible to detect that the public that attended the school space reflected the main characteristics of the region they were inserted. Furthermore, the comparison between regions made it possible to investigate the impact of demographic, economic, and social aspects on the supply of schools and the profile of children in the schooling process.

*Abstract (in Language of Presentation) :*

Após a independência do Brasil (1822), houve por parte dos governantes a construção de discursos sobre a necessidade de instruir a população brasileira, por meio do ensino de ler, escrever e contar, que correspondia a instrução primária. Em 1834, com o Ato Adicional à Constituição as províncias brasileiras passaram a ter autonomia para legislar sobre a instrução. A presente pesquisa contempla esse período histórico e possui como objetivo identificar o perfil dos sujeitos que participaram da instrução primária na província de Minas Gerais na década de 1830. Assim, no que diz respeito ao perfil do alunado, utilizou-se como categoria de análise o gênero, o pertencimento étnico-racial e a condição socioeconômica do grupo familiar qual estavam inseridos, ou seja, buscou-se identificar as(os) alunas(os), brancas(os) e negras(os), pobres e ricos(os). Para alcançar esse objetivo, usou-se como principal fonte as listas nominativas de habitantes de 1831/1832. Essa fonte delimita o recorte temporal da pesquisa e apresenta informações de todos os habitantes de um domicílio de vários distritos de Minas Gerais, como o nome, condição (livre, liberto ou escravizado), raça/cor, idade e a ocupação. Inclusive, algumas listas apontaram para a participação de crianças na instrução primária no campo ocupação. Informação essa que permitiu detectar, quantificar e problematizar a participação de diferentes sujeitos no processo de escolarização. Das 234 listas nominativas remanescentes, localizou-se 42 com indicações de 1184 sujeitos participando da instrução primária, distribuídas pela província mineira. No entanto, partiu-se da hipótese que o processo de escolarização, principalmente no que diz respeito ao perfil do alunado, não foi homogêneo em todo o território mineiro, em face da grande diversidade desse espaço. Dessa maneira, valeu-se da metodologia de regionalização, ou seja, dividiu-se Minas Gerais em regiões, tendo como critério os aspectos demográficos, econômicos, históricos e sociais. Operando-se com a proposta de regionalização foi possível analisar, inicialmente, as listas nominativas de três regiões que compõem a província mineira: região Mineradora Central; região Sul; e região Pitangui-Tamanduá. Para a análise desses dados recorreu-se a uma abordagem tanto quantitativa como qualitativa, construindo um diálogo entre a História Demográfica e a História Social. Dessa maneira, a quantificação do número de crianças frequentando o espaço escolar, assim como as estatísticas por gênero, pertencimento étnico-racial e condição social foram dados levantados para produzir uma reflexão problematizada sobre a sociedade oitocentista. Logo, as análises referentes aos alunos em processo de escolarização foram confrontadas com os dados das populações totais de cada região, o que permitiu detectar que o público que frequentava o espaço escolar refletia significativamente as principais características da região que estavam inseridos. Ademais, a comparação entre as regiões possibilitou averiguar o impacto dos aspectos demográficos, econômicos e sociais na oferta de escolas e no perfil das crianças em processo de escolarização.

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*Keywords:* Educational technologies, educational objects, pedagogical press, La Obra, New Education

**Educational Technologies And Educational Objects: Advertisements Analysis  
In The Argentinean Journal La Obra**

*Tecnologías Educativas y Objetos Didácticos: Análisis De Publicidades En La Revista Argentina La Obra*

Ignacio Frechtel

UBA, Argentine Republic

*Abstract (in English):*

Even though the pedagogical press study has had for a long time a distinguished place in the international education historiography (Haenggeli-Jenni, 2011; Cordeiro y Carvalho, 2005; Catani y De Souza, 2001; Viñao, 1995; to name a few), these studies in Argentina are still emerging. Works such as the ones carried on by Silvia Finocchio (2009) are a significant record for investigations with these sources, having a general look over pedagogical journals in the Argentinean education history. However, there is a need for further research on the role those publishing undertakings played. This presentation aims to inquire into a particular aspect of pedagogical publications which so far has not been approached in our historiography: the pedagogical and teaching objects advertisements in journal pages. For this, we will rely on previous studies about a particular publication, La Obra journal, the first agent in spreading the New School ideas in Argentina (Frechtel, 2020; Frechtel, 2021). In this way, this work aims to provide elements about two relatively unexplored matters in our study field: pedagogical journals, and pedagogical and educational objects. In the case of the latter, there are some initial works in Argentina (Linares, 2012, 2021) which would be also important to complement. To do that, the first decade of La Obra —first published in 1921— will be analyzed, as well as, and specially, the advertisements in which educational objects were offered to teachers and schools. La Obra journal emerged in a context of political and cultural modernization and soon it became the main tool for spreading pedagogical ideas unofficially —the National Council of Education had its own journal intended to reach all the schools under its remit. Having emerged in the bosom of teacher training institutions —Normal Schools—, the journal became the main voice for spreading the New School innovative ideas, getting to be the official Argentinean representative in the International League for New Education. Due to its massive character and its wide reach, the content in its pages got to a great part of the Argentinean teachers. Therefore, even if we cannot know to what extent the objects advertised were acquired by schools and teachers or not, by analyzing those advertisements it is possible to know which sort of objects were available. In this way, through the pedagogical press analysis, the aim of this presentation is to make a contribution to what is known as a material turn in the history of education (Dussel, 2019; Escolano, 2010).

*Abstract (in Language of Presentation) :*

Si bien el estudio de la prensa pedagógica tiene desde hace tiempo un lugar destacado en la historiografía de la educación internacional (Haenggeli-Jenni, 2011; Cordeiro y Carvalho, 2005; Catani y De Souza, 2001; Viñao, 1995; por poner solamente algunos ejemplos) en la Argentina estos estudios son todavía incipientes. Trabajos como los de Silvia Finocchio (2009) son un antecedente importante para las indagaciones con estas fuentes, con una mirada general sobre las revistas pedagógicas en la historia de la educación argentina. Sin embargo, es preciso profundizar los estudios sobre el lugar que tuvieron estos emprendimientos editoriales. Esta ponencia se propone indagar en un aspecto en particular de las publicaciones pedagógicas que no ha sido aún abordado en nuestra historiografía: las publicidades de objetos didácticos y pedagógicos presentes en las páginas de las revistas. Para esto, nos apoyaremos en estudios previos realizados sobre una publicación en particular, la revista *La Obra*, que fue el principal órgano de difusión de las ideas de la Escuela Nueva en la Argentina (Frechtel, 2020; Frechtel 2021). De esta manera, este trabajo tiene como objetivo aportar elementos sobre dos cuestiones aún poco exploradas en nuestro campo de estudios: las revistas pedagógicas y los objetos didácticos y pedagógicos. Sobre esto último, también hay algunos trabajos iniciales en la Argentina (Linares, 2012, 2021) que sería importante complementar. Para esto, se realizará una indagación sobre la primera década de la revista *La Obra* (que comenzó a publicarse en 1921), y en especial, se analizarán las publicidades en las que se ofrecían objetos de enseñanza para docentes y escuelas. La revista *La Obra* surgió en un contexto de modernización política y cultural y rápidamente se convirtió en la principal herramienta para la difusión de ideas pedagógicas llevado delante de manera no oficial (el Consejo Nacional de Educación tenía su propia revista que procuraba llegar a todas las escuelas de su dependencia). Con un origen en el seno de las instituciones de formación docente (Escuelas Normales), esta revista devino en la principal voz para la difusión de las ideas pedagógicas renovadoras de la Escuela Nueva, llegando a ser la representante oficial en la Argentina de la Liga Internacional para la Educación Nueva. Por su masividad y alcance, la información que contenían sus páginas llegaba a una buena parte del magisterio argentino. Por lo tanto, si bien no podemos saber en qué medida los objetos que publicitaba fueron adquiridos por escuelas y maestros, el análisis de estas publicidades es una posibilidad para conocer qué tipo de objetos estuvieron disponibles para ser adquiridos. De esta manera, desde el análisis de la prensa pedagógica, esta ponencia se propone ser un aporte sobre lo que se conoce como giro material en la historia de la educación (Dussel, 2019; Escolano, 2010).

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## B1 07.1: History of Education in the Making

Session Chairs: **Therese Hamel**, Université Laval; **Brit Marie Hovland**, VID Specialized University

*Keywords:* Ukraine, history of education, national memory, interdisciplinary approach, international discourses

### **Tendencies In The Development Of The History Of Education In Ukraine: International Discourses**

Larysa Berezivska

National Academy of Educational Sciences of Ukraine, Ukraine

After the declaration of Ukraine's independence in line with the European integration processes, the history of education has undergone cardinal transformational changes. In the new socio-political realities and the conditions of aggravation of Russian aggression, it played a big role in restoring national memory. The topics forbidden in the Soviet times have been touched; the names of Ukrainian teachers returned from oblivion, and new sources introduced into scientific circulation. A positive tendency was the desire to highlight the objective history of education (Berezivska, 2021). Various issues of the history of education are the subject of historical and historical-pedagogical research. The Italian scientists Simonetta Polenghi and Gianfranco Bandini focus on the similar tendencies. They believe that the history of education «is an important factor in the collective memory of society» (2016). Over the past three decades, we have observed a similar trend in the Ukrainian educational and scientific space: the history of education is increasingly in contact with the historical sector, while striving to preserve its own educational identity.

Today the history of education is developing as an interdisciplinary science. Reflecting on the transformation and significance of the history of education, the Belgian professor Mark Depaepe classifies it as a hybrid science and interdisciplinary field where historians, pedagogues, sociologists and anthropologists work. The scientist pays special attention to the historicization of the history of education, considering it as a part of a great cultural history (1998). In this context, Latvian scientists Iveta Kestere and Iveta Ozola note that modern historians of education most often use the theories of philosophers and sociologists to interpret and explain the facts (2014).

The analysis of foreign historiography testifies to the similarity of tendencies in the development of the history of education in Ukraine and other European countries. We consider the traditional and at the same time controversial tendency of the interdisciplinarity of the history of education in the structure of pedagogy. At present, its interrelations with other branches are becoming common. This is a positive trend. However, the desire to defend the position of the history of education as a component of pedagogy in the process of leveling its boundaries, the disappearance of the discipline «History of Education» from university curricula has controversial signs. International discourses contribute to the solution of the raised questions. This is evidenced by the virtual International Conference «Education and Society: expectations, prescriptions, reconciliations» (2021). The discussion of the participants of the network 17 «History of Education», expanding the historical and pedagogical frontiers, confirming the relevance of historical and world educational scientific space. The lack of knowledge about the new history of the Ukrainian education in the scientific European space, the European discourses on its importance for social development, in particular for future teachers' professional training, encourage the study of the ideas of foreign historians of education. International discourses contribute to the understanding of the importance of the history of education for the preservation of the national memory as a component of the global historical narratives.

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*Keywords:* Mario Alighiero Manacorda, History of Education, Internationalization, Brazil, Italy

**Circulation of knowledge and internationalization of the History of Education:  
the work of Mario Alighiero Manacorda in Brazil**

Marisa Bittar<sup>1</sup>, Thérèse Hamel<sup>2</sup>

<sup>1</sup>Universidade Federal de São Carlos, Brazil; <sup>2</sup>Université Laval. Quebec. Canada

Based on mappings we have made during the last years, this paper discusses the influence of Mario Alighiero Manacorda (1914-2013), an Italian historian of education in the field of history of education in Brazil. We also make use of a survey conducted at the Institute of Education, University of London, and the Gramsci Institute, Italy (2011-2012) in addition to a personal visit to Manacorda in Rome (June, 2012). The circulation of knowledge between Italy and Brazil in this field began at a time when contact between researchers could only be made in person or by correspondence. In other words: at a time when technology was not yet in use in Brazilian education. The relationship between Manacorda and Brazilian researchers began at the end of military dictatorship (1985) and since then he has become renowned as an original author in the field of the History of Education in Brazil. In 1989 his book *Storia dell'educazione dall'antichità ad oggi* [History of Education from antiquity to today] was translated into Portuguese, contrasting with other equivalent works regarding its wealth of sources and originality of interpretation, factors which soon made it a reference work and explain why it is in its 13<sup>th</sup> edition. Since then, Masters and Doctoral students in Education throughout Brazil have been reading his book. In 2006, Manacorda recorded the DVD *"Aos educadores brasileiros"* [To Brazilian educators]. In 2012, he launched his latest book *Marx e a liberdade* [Marx and freedom], firsthand in Brazil, defending the inclusion of Marx's thought in the liberal tradition that was its contemporary in the 19<sup>th</sup> century and, thereby, provoked controversy among researchers in this current in the History of Education in Brazil. He has honed intellectual ties between Brazil and Italy, collaborating toward internationalizing the field of History of Education, one of the strongest in Brazilian research in education. The main conclusions of our research are the following: 1. Until a few decades ago, the circulation of knowledge between researchers in the History of Education depended more on individual effort and initiatives. The main form of communication was letters and personal contacts as was the case of Manacorda and Brazilian researchers; 2. As a Marxist thinker, Manacorda rejected the deterministic interpretations as the school as simply reproducer of the dominant ideology; 3. He disseminated Gramsci's thought among researchers of the history of education in Brazil. Finally, we would like to discuss an internationalization experience typical of an era and, therefore, very different from those we have done today. At the same time, as scholars of his work we would like to pay tribute to the memory of Mario Alighiero Manacorda as well as honouring the host of the ISCHE 43.

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*Keywords:* History of Education, Scientific journals, Scientific field, Production of knowledge

**Analysis of the Scientific Production in Journals on the History of Education in Iberoamerica**

*Análise da Produção Científica em Periódicos de História da Educação da Iberoamérica*

Olivia Morais de Medeiros Neta<sup>1</sup>, Marisa Bittar<sup>2</sup>, Amarílio Ferreira Júnior<sup>2</sup>, Jordi Garcia Farrero<sup>3</sup>

<sup>1</sup>Universidade Federal do Rio Grande do Norte, Brazil; <sup>2</sup>Universidade Federal de São Carlos, Brazil; <sup>3</sup>Universitat de Barcelona, Catalunya, ES

*Abstract (in English):*

The scientific entities of history of education at national level are articulated to international academic networks such as the association to the International Standing Conference for the History of Education (ISCHE), and the journals and congresses linked to them corroborate for the circulation, the dissemination of knowledge of the area and the constitution of the scientific field. In these terms, the aim is to analyze the main themes and theoretical and methodological references present in the thematic dossiers of journals, in open access, linked to the societies of history of education in Iberoamerica. The last five-year period, 2017-2021, was chosen as the time frame. For the development of the investigation, we used Bourdieu's notion of scientific field (2003), the History of Education as a field (Somogyvári et al, 2021; Hofstetter et al, 2014; Gondra et al, 2014) and the bibliometric approach with emphasis on Lotka's notes (1926). The research is explor-

atory and, methodologically, the data of the dossiers and their articles were mapped and tabulated by reading titles, authors, abstracts and keywords, and the data processing was performed from the software Interface de R pour les Analyses Multidimensionnelles de Textes et de Questionnaire (IRAMUTEQ). By the analysis of the dossiers of the journals of History of Education in Ibero-America it was noticed the dispersion between the individual and co-authored contributions, whether national or foreign; the recurrence of themes such as pedagogical thought and history of institutions and the predominance of cultural history as a theoretical dimension. It was concluded that the scientific journals in history of education and the analyzed dossiers constitute a space for the diffusion of the production in the area of History of Education in Iberoamerica.

*Abstract (in Language of Presentation) :*

Como entidades científicas de história da educação a nível nacional estão articuladas a redes acadêmicas internacionais como a Associação à Conferência Internacional Permanente para a História da Educação (ISCHE), e os periódicos e congressos vinculados a elas corroboram para a circulação, uma divulgação de conhecimento da área e tratamento do campo científico. Nesses termos, pretende-se analisar os principais temas e referenciais teórico-metodológicos apresenta nos dossiês temáticos de periódicos, em acesso aberto, vinculados às sociedades de educação na Iberoamérica. O último quinquênio, 2017-2021, foi escolhido como recorte temporal. Para o desenvolvimento da investigação, utilizamos a noção de campo científico de Bourdieu (2003), a História da Educação como campo (Somogyvári et al, 2021; Hofstetter et al, 2014; Gondra et al, 2014) e abordagem bibliográfica com ênfase nas notas de Lotka (1926). A pesquisa é exploratória e, metodologicamente, os dados dos dossiês e seus artigos foram mapeados e tabulados por meio da leitura de títulos, autores, resumos e palavras-chave, e o tratamento dos dados foi realizado a partir do software Interface de R pour les Analyses Multidimensionnelles de Textes et de Questionnaire (IRAMUTEQ). Pela análise dos dossiês dos periódicos de História da Ibero-América da Educação; a recorrência de pensamento pedagógico e de história das instituições e a predominância da história cultural como dimensão teórica. os dados dossiês e seus artigos foram mapeados e tabulados por meio da leitura dos títulos, autores, resumos e-chave, e o tratamento dos dados foi realizado a partir do software Interface de R pour les Analyses Multidimensionnelles de Textes et de Questionnaire (IRAMUTEQ). Pela análise dos dossiês dos periódicos de História da Ibero-América da Educação; a recorrência de pensamento pedagógico e de história das instituições e a predominância da história cultural como dimensão teórica. os dados dossiês e seus artigos foram mapeados e tabulados por meio da leitura dos títulos, autores, resumos e-chave, e o tratamento dos dados foi realizado a partir do software Interface de R pour les Analyses Multidimensionnelles de Textes et de Questionnaire (IRAMUTEQ). Pela análise dos dossiês dos periódicos de História da Ibero-América da Educação; a recorrência de pensamento pedagógico e de história das instituições e a predominância da história cultural como dimensão teórica. O tratamento dos dados foi realizado a partir do software Interface de R pour les Analysis Multidimensionnelles de Textes et de Questionnaire (IRAMUTEQ). Pela análise dos dossiês dos periódicos de História da Ibero-América da Educação; a recorrência de pensamento pedagógico e de história das instituições e a predominância da história cultural como dimensão teórica. O tratamento dos dados foi realizado a partir do software Interface de R pour les Analysis Multidimensionnelles de Textes et de Questionnaire (IRAMUTEQ). Pela análise dos dossiês dos periódicos de História da Ibero-América da Educação; a recorrência de pensamento pedagógico e de história das instituições e a predominância da história cultural como dimensão teórica.

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*Keywords:* teaching professionalization, student press

**Professional Identity Formation and Professionalisation in Teacher Education  
Between the Two World Wars in Hungary**

Nelli Pelesz

University of Szeged, Hungary

My research focuses on the study of the teacher profession, primarily in a historical context. The formation of professional autonomy, the process of becoming a profession, the formulation of a valid self-definition, the questions of scientific jus-

tification are interesting topics even today, and a thorough understanding of them requires a substantial exploration of the roots and the centuries-long developmental arc of the subject. As part of my research into the history of professionalisation, I am examining the teaching profession as an occupational group between the two world wars. I interpret teacher candidates as a special group of representatives, since the period of professional identity formation is a particularly pregnant expression of occupational dilemmas. Despite the complexity and difficulty of the topic, the contemporary student press provides a valuable and useful source, so I would like to present my findings so far by analysing the journal *Magyar Tanítójelöltek Lapja* (Hungarian Journal of Teacher Trainees). This press organ is a curiosity of its kind, as it was founded, written, edited and maintained exclusively by students between 1926 and 1938. It became a nationwide forum from a Szeged-based initiative, providing an opportunity for more than 900 authors to express themselves on a wide variety of topics. In my presentation, after presenting the quantitative characteristics of the journal, I will approach the issue qualitatively, exploring twelve volumes through content analysis to illustrate the main categories and contexts that can help to effectively interpret the specific processes of professionalisation.

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## A1 08.1: SYMPOSIUM

### Material Culture and the Disciplinary Technologies of the History of (Science) Education PART 3

*Keywords:* material culture, science, technological innovation, Latin America, Europe

*Chair:* **Josep Simon** (Universitat de València)

*Discussant:* **Eduardo Galak** (CONICET/UNLP)

Today, Information and Communication Technologies (ICT) are portrayed as the solution to underdevelopment, for their capacity to improve education, business, and good governance. A significant amount of pioneering ICT initiatives for education have found a privileged ground for development in the US, Europe and Latin America to become global. A new literature that critically analyses specific projects in this field is currently burgeoning. Concomitantly, work produced within several disciplines interested in educational research is contributing to dismantle the restrictively presentist understanding of educational ICT as mere computing solutions, in favour of more comprehensive and nuanced definitions. In this novel perspective, educational ICT would be a case study of a *longue durée* history of technologies in the classroom, including items such as blackboards, slide rules, natural science and anatomical specimens, textbooks, student and teacher notebooks, slide and film projectors, television and film, laboratory guides, examinations and tests, programmed instruction manuals, museum and laboratory collections, and teaching machines. Research analysing these technologies and the practices associated with them is still scarce and scattered in several academic fields that do not often interact – among others, science and technology studies, history of education, history of science, history of technology, media studies, museum studies, and contemporary science education. A range of scholars belonging to international research groups such as the Rede Iberoamericana de História da Educação em Ciências (REDiHEC) and national projects such as MUSAUPOL are contributing to bridge the gap between these different disciplinary constituencies. This symposium presents their work.

Since at least the 1950s, historians of science and science museum curators have developed a sustained engagement with material culture for the study of research and teaching in the sciences through technological objects. Consequently, traditional approaches framed by the history of ideas and institutions were progressively abandoned. With the advent in the 1980s of the so-called “practical turn”, and the establishment of international commissions for the preservation and use of science collections, the conceptualization of museological and technological objects found a solid ground in this field of research. In parallel, an important group of scholars have developed a fruitful integration of the aforementioned disciplinary fields with the aim of working towards an “histoire totale” of science education, sharing approaches, tools, and the wide diversity of pedagogical objects converging in the teaching of the sciences. With these aims, this symposium presents a series of case studies dealing with pedagogical objects for the teaching of the sciences in Europe, Latin America and the US and integrating scholarly perspectives from a wide range of disciplinary perspectives.



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### *Presentations of the Panel*

#### **Skills-Oriented Teaching: Objects and Instruments to Observe and Manipulate Nature in Argentinian Classrooms in the Early 20th Century**

**Maria Gabriela Mayoni**

Universidad de Buenos Aires-CONICET

Since the mid-19<sup>th</sup> century, an intense period of public instruction organization was carried out in Argentina at different educational levels. During that period, a process of internationalization of ideas and pedagogical discussions linked to liberal politics led the systematization and nationalization of educative processes. In relation to science education, this implied access to new tools to cope with the challenges of modern societies that demanded a more technical approach. It encouraged multiple knowledge and practice-oriented instruction that furthered the understanding of local resources and productive activities. The teaching development of the natural sciences was accompanied with the creation of cabinets in educational institutions with diverse didactical materials such as herbariums, wall plates, models, skeletons and preserved animals, collections of minerals, rocks and fossils, instruments, among others. National colleges, normal schools and universities acquired a wide range of materials for science teaching. Many of them were purchased abroad, and some institutions also incorporated local historical and natural objects, creating incipient "museums". By 1900, certain changes were identified in the teaching practices reflected in the acquired materials through time. Initially, a comparative method of the species was promoted and then experimental exercises and direct analysis carried out by the students of nature were incorporated. The latter led to a greater presence of instruments of histology, physiology and the manipulation of fresh samples in classrooms for dissection practices and preparations. Guidebooks and manuals were written to teach how to collect specimens, make microscopical observations, handle samples, use microtomes and practice with measurement instruments. In the same way, some secondary and university programs incorporated specific knowledge to teach "practical and specific" study methods of nature based on different experimental procedures and analysis of anatomic structures, physicochemical features and biological functions. The study of the didactic collections, as well as programs and teaching texts of that period allows recognizing different aspects of the contents and pedagogical practices. In this paper, I will discuss some exemplary case studies in Argentinian secondary and university education and natural science teaching at the beginning of the 20th century.

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### Question and Answer: Pedagogical Technique and the Learning of Science through “Cuestiones de Física” (1959-1980)

Agustín Ceba Herrero

Universitat de les Illes Balears

The book *Cuestiones de Física*, by university professors and researchers Fernando Senent and José Aguilar represents a remarkable case of the science textbook in Spain. First published in 1959 by the small Valencian publishing house Saber, it has subsequently been published by Reverté (a major house in Spain and Latin America) since 1980 and is still part of its catalog. The question-and-answer technique, used early on in popular science books, is less common in the field of secondary and higher education teaching. The book's 1700 questions grew in successive editions with the ambition of offering an «elementary but complete view of General Physics.» In this sense, the header in the book's cover was in fact “Physics has the answer”, as its authors intended to show the usefulness of physics in daily life, but also some of its most recent developments, especially in nuclear and particle physics.

With the background of a dictatorial regime where censorship and editorial control prevailed, the book was the product of the teaching and research activity of the only Chair in Physics that existed at the University of Valencia at that time. In fact, it was not the only textbook in this context, because *Física General* was published the previous year, and soon after came other books of a practical nature, dealing with problems of numerical resolution and laboratory practices, having as well and collective authorship, and numerous editions. In this paper, using the most recent historiographical trends in the history of science education, I will analyse the genesis of this book, its authors, and its numerous and varied readerships. Moreover, I will discuss the conceptualization of books as this as educational technologies, and question-answer formats as pedagogical techniques. Finally, I will suggest its functions that went beyond the merely formative ones. In this way, this presentation aims to enrich the study of pedagogical objects, with a modest but relevant example which was contemporary of major international projects such as the PSSC, Calculus-based physics textbooks (which are today hegemonic in introductory university courses) and manuals of programmed instruction.

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### Debates around the Use of Radio as a Technology for Education (1930-1960)

*Debates em torno do Uso do Rádio como Tecnologia para a Educação (1930-1960)*

Kelly Ludkiewicz Alves

Universidade Federal da Bahia

The history of education has focused on issues that seek to reflect on the use of technology in education in different contexts. From the beginning, the modern school established a close dialogue with technology, as highlighted by Hamilton (2001) when dealing with the elements that converged to the formation of this institution in the 19th century, such as the advent of printing, the translation of classic books and their adaptations to use in the classroom, which became popular in the following centuries. In addition to the textbook, the notebook, the whiteboard and the ballpoint pen were, in

their time, technological innovations that are still used in classes. Radio is within this issue of the relationship between education and technology, since it has been used as a vehicle for transmitting educational content since the 1930s. As proposed by Edgerton (2006) when discussing the history of technological innovations in the 20th century, we are interested in to understand radio as an innovation but, above all, its uses in education in different contexts. Thus, we aim to present aspects related to the use of radio in education, as a vehicle for broad and simultaneous transmission of content in the 1930s until its use in programs to provide basic education in the second half of the 20th century. It is observed throughout the 1930s the defense of its potential as a vehicle for transmitting information, leisure and education. Authors such as Brecht (STRAUSS, 2013), Benjamin (2015) and Adorno (CARONE, 2003) express different understandings about the use of radio as a vehicle for mass communication, extolling both its emancipatory potential as its place as a vehicle for massification. The debate around the uses of radio is also present in the printed media, as is the case of the periodical *Ondas*, a publication by Unión Rádio, the first chain of radio stations in Spain, which ran from 1925 to 1935; and *Antena Revista de Radio*, edited between 1930 and 1935, which, despite giving primacy to the technical aspects of broadcasting, also published articles dealing with the development of radio range for the dissemination of information, music and education in Spain and in other countries. The reports and radio pieces deal with the use of radio as an educational vehicle in view of the possibility of reaching information among the population that lived further away from urban centers, of propagating values seen as modern and civilizing, of training young people and workers and of radio as an auxiliary tool for the teacher. From the 1950s onwards, the use of radio larger-scale education projects, led by UNESCO in defense of the implementation of schooling extension programs, especially in underdeveloped countries, evidences the use of a repertoire already constituted around the mobilization of the radiophonic elements language – word, music, noise – for the transmission of basic education contents, whose defense was based on the economy of material and human resources and on the technical capacity of the radio to reach the audience of more distant regions simultaneously.

*Paper Abstract (in Language of Presentation):*

A história da educação tem se voltado para problemáticas que buscam refletir sobre a utilização da tecnologia na educação em diferentes contextos. A escola moderna estabeleceu desde o início um diálogo próximo com a tecnologia, como destaca Hamilton (2001) ao tratar dos elementos que convergiram para a formação desta instituição no século XIX, como o advento da imprensa, a tradução de livros clássicos e suas adaptações para o uso em sala de aula, que se popularizaram nos séculos seguintes. Além do livro didático, o caderno, a lousa de parede e a caneta esferográfica foram, a seu tempo, inovações tecnológicas até hoje empregadas nas aulas. O rádio insere-se nesta problemática da relação entre educação e tecnologia, uma vez que é utilizado como veículo para transmissão de conteúdos educativos desde a década de 1930. Conforme propõe Edgerton (2006) ao discutir a história das inovações tecnológicas no século XX, nos interessa compreender o rádio como inovação, mas, sobretudo, seus usos na educação em diferentes contextos. Assim, temos como objetivo apresentar aspectos relativos ao uso do rádio na educação, como veículo para transmissão de conteúdos de forma ampla e simultânea na década de 1930 até seu emprego em programas de fornecimento de educação básica na segunda metade do século XX. Observa-se, ao longo da década de 1930, a defesa de seu potencial como veículo de transmissão de informação, lazer e educação. Autores como Brecht (STRAUSS, 2013), Benjamin (2015) e Adorno (CARONE, 2003) expressam diferentes entendimentos a respeito da utilização do rádio como veículo de comunicação de massas exaltando tanto sua potencialidade emancipadora, quanto seu lugar como veículo de massificação. O debate em torno dos usos do rádio também está presente nos meios de comunicação impressos, como é o caso do periódico *Ondas* uma publicação de *Unión Rádio*, primeira cadeia de emissoras de Espanha, que circulou de 1925 até 1935; e *Antena Revista de Radio*, editado entre os anos de 1930 a 1935, que apesar de dar primazia aos aspectos técnicos da radiodifusão, também publicava artigos que tratavam do desenvolvimento do alcance do rádio para a difusão de informação, música e educação na Espanha e em outros países. As reportagens e peças radiofônicas tratam do uso do rádio como veículo educativo diante da possibilidade de alcance da informação entre a população que vivia mais distante dos centros urbanos, de propagação de valores vistos como modernos e civilizatórios, de formação de jovens e trabalhadores e do rádio como instrumento auxiliar do professor. A partir da década de 1950 o emprego do rádio em projetos de educação em maior escala, capitaneado pela UNESCO em defesa da implementação de programas de extensão da escolarização, sobretudo, em países subdesenvolvidos, evidencia o uso de um repertório já constituído em torno da mobilização dos elementos da linguagem radiofônica – palavra, música, ruído – para a transmissão de conteúdos de educação básica, cuja defesa se sustentava na economia de recursos materiais e humanos e na capacidade técnica do rádio de alcançar a audiência de regiões mais distantes de forma simultânea.

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## A1 08.2: School Objects as Educational Devices (2)

Session Chair: **Décio Gatti Jr.**, Federal University of Uberlândia

Keywords: school culture, material culture, childhood, Kindergärten

### **Music, Literature and Games for the First Mexican Kindergärten: Towards the Creation of a New School Culture, 1903-1940**

*Música, Literatura y Juegos Para Los Primeros Kindergärten Mexicanos: Hacia la Creación de Una Nueva Cultura Escolar, 1903-1940*

Adriana Alejandra García Serrano

Centro de Investigación y de Estudios Avanzados, Mexico

#### *Abstract (in English):*

The set-up of several Kindergärten in Mexico in the first decades of the 20th century indicates that there was a perceived need to create and/or adapt school material that responded to the physical, moral and intellectual characteristics of children under 6 years of age. Around this time, a material school culture specific for small children began to be shaped. In this presentation, I will analyze the formation one dimension of that new material culture, namely the repertoire of music, literature and games for Kindergärten in Mexico City in the period 1903-1940. This will be examined in relation to the representations of children and institutions for their care and education, the efforts to nationalize these establishments and the configuration of a specific materiality and school culture for children under 6 years of age. The following questions will be addressed: In what ways were music, games and children's literature created and changed in the Kindergärten? How was this aspect of material school culture intended to shape the education and care of little children? What representations of childhood under 6 years of age were constructed by this piece of school materiality? Under the combined theoretical perspective of the cultural history of schooling and the history of material culture (Viñao, 2002; Julia, 1995; Escolano, 2000; Rockwell, 2007) I will identify how music, games and literature for little children were created or transformed along with the adoption and adaptation of the pedagogical system of Friedrich Froebel, first, and the School of Action, later, as well as the influence of the socialist ideology of the 1930s in these institutions. The empirical universe is composed of programs, periodical publications, treatises by pioneer Kindergarten educators, as well as Bulletins and Memoirs of the Ministry of Education.

#### *Abstract (in Language of Presentation) :*

La instalación de *Kindergärten* y jardines de niños en México en las primeras décadas del siglo XX indica que se percibía la necesidad de crear y/o adaptar una materialidad escolar que respondiera a las necesidades físicas, morales e intelectuales de la infancia menor de 6 años. En ese tiempo, comenzó a moldearse una cultura escolar específica para niños pequeños. En esta presentación analizaré la conformación de una de las dimensiones de esa nueva cultura material, denominada repertorio musical, literario y lúdico de los *Kindergärten* y jardines de niños mexicanos en la ciudad de México durante el periodo 1903-1940. Esta será examinada en relación con las representaciones de infancia e instituciones para su cuidado y educación, los esfuerzos por nacionalizar a estos establecimientos y la configuración de una materialidad y cultura escolar específica para niños menores de 6 años. En esta ponencia se intenta dar respuesta a las siguientes preguntas: ¿De qué maneras se creó y cambió la música, juegos y literatura infantil en los *Kindergärten* y jardines de niños?, ¿de qué forma este aspecto de la cultura material escolar incidió en la educación y cuidado de la pequeña infancia?, ¿qué representaciones de la niñez menor de 6 años se construyeron a partir de esta materialidad escolar? Desde la conjugación de las perspectivas teóricas de la historia cultural de la educación y la historia de la cultura material (Viñao, 2002; Julia, 1995; Escolano, 2000; Rockwell, 2007), identificaré cómo se creó o transformó la música, juegos y literatura para niños pequeños a la par de la adopción y adaptación del sistema pedagógico de Federico Froebel en un primer momento, y la Escuela de la Acción después, así como la influencia de la ideología socialista de la década de 1930 en dichas instituciones. El universo empírico está conformado por programas, publicaciones periódicas, textos de maestras pioneras, Boletines y Memorias de la Secretaría de Educación Pública.

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Keywords: Education, Training Educational technology, History of education

## **Between Notebooks, Boklets And Photographs: The Training Of Early Childhood Education Teachers And A Childcare Center (1933-1954)**

*Entre Cadernos, Cartilhas E Fotografias: A Formação Da Professora De Educação Infantil E Um Centro de Puericultura (1933-1954)*

Viviane Santos Oliveira

Universidade de São Paulo, Brazil

### *Abstract (in English):*

To look at the classroom is to think about the infinite possibilities of construction that this space allows, so this research looks at a not too distant past: the pedagogical space that took place in the Old Normal School of São Paulo. The research investigates the Childcare Center, a place where students and teachers dedicated their time to caring for babies. For this, we analyzed some material technologies used between 1933 and 1954, considering their importance in everyday life and in the formation of being a normalist student and teacher. We will examine the childcare photo album manually made by the teachers in 1933 to 1934, which aimed to record the school routine and, at the same time, instruct future students with practical and illustrative examples of what was considered the proper practice for a teacher. The set of photographs, a technological resource for the 30th, contains black and white photos with didactic captions made by hand, some photos were lost and some spaces are empty, but still, the album is well maintained and loaded with memories. We will also analyze a childcare notebook that was also a work done manually by a normalist student in 1948, which she records with collages of inserts and magazines indications of good behavior for mothers and baby care. Finally, two booklets were used in class, the first entitled "A little mommy: small lessons in childcare" from 1941, written by Guiomar Rinaldi and the other from 1954, in its eighth edition, entitled «Mothers Booklet», the author is the physician Dr. Martinho da Rocha.

The booklets and the notebook dialogue directly with the photographs in the album of the childcare center, since they are prescriptions, didactic teaching guidelines on how teachers should study to behave and act properly with their students and the objective of the research when investigating these sources through these educational technologies for the time in question, is to reflect on how the image of the early childhood teacher was built, thinking about what conception of education was built before society and what the materiality of these sources show us about the teaching profession of the thirty's onwards. These objects of study are under the care of the collection — Core of Memory and Historical Collection — the sources give us clues of a pedagogical practice that contributes to the construction of the imaginary carried out by society about the role of the teacher as a woman. The photographs, the notebook and the childcare booklets can be considered educational technologies that participated in the training process of the students who were preparing to become children's teachers, since they were resources mobilized in their instruction, serving to inform, register, exercise and record the lessons taught in the course. Therefore, investigating these technologies of the past helps us to elucidate and capture aspects of pedagogical practices and school daily life, always aiming to tell a history of education that is even more loyal to the inheritances we have today.

### *Abstract (in Language of Presentation) :*

Olhar para sala de aula é pensar sobre as infinitas possibilidades de construção que este espaço permite, por isso esta pesquisa olha para um passado não muito distante: o espaço pedagógico que se passou na Antiga Escola Normal de São Paulo. Uma pesquisa do Centro de Puericultura, local onde alunas e professoras dedicam seu tempo aos cuidados dos bebês. Para isso, analisamos alguns materiais utilizados entre os anos de 1933 e 1954, considerando sua importância no cotidiano e na formação de uma aluna e professora normalista. Examinaremos o álbum de fotos de puericultura feito manualmente pelas professoras em 1933 a 34, que tinha como objetivo o cotidiano escolar, ao mesmo tempo, instruir como alunas futuras com exemplos práticos e ilustrativos do que era considerado a prática adequada a uma professora prática. O conjunto de fotografias, um recurso tecnológico para os anos 30, fotos em preto e branco com legendas feitas manualmente, algumas fotos foram perdidas e os espaços em branco bem, mas ainda assim, o álbum está conservado e armazenado de memórias. Também analisamos um caderno de puericultura que foi realizado manualmente por aluna normalista em 1948, o qual ela registra com colagens de encartes e revistas de um caderno de comportamentos para mães e cuidados de puericultura com os bebês. Por fim, duas cartilhas utilizadas em aula, a primeira intitulada "A mamãezinha: pequenas lições de puericultura" de 1941, escrita por Guiomar Rinaldi e a outra do ano de 1954, em sua oitava edição, intitulada «Cartilha das Mães», o autor é o médico Dr. Martinho da Rocha.

As cartilhas e o caderno dialogam diretamente com as fotografias do álbum do centro de puericultura, uma vez que são prescrições, orientações didáticas de ensino sobre como as professoras deveriam estudar para se portar e agir adequadamente com seus alunos e o objetivo da pesquisa ao investigar essas fontes através dessas tecnologias educacionais para a época em questão, é refletir como foi construída a imagem da professora de educação infantil, pensando qual concepção de educação construía-se perante à sociedade e o que a materialidade dessas fontes nos evidenciam acerca da profissão docente dos anos trinta em diante. Esses objetos de estudo estão sob cuidado do acervo que presta toda

assistência aos pesquisadores — Núcleo de Memória e Acervo Histórico (NUMAH) — as fontes nos dão pistas de uma prática pedagógica que contribui para construção do imaginário realizada pela sociedade acerca do papel da professora enquanto mulher. As fotografias, o caderno e as cartilhas de puericultura podem ser usadas no processo de desenvolvimento de tecnologias educativas que participavam da formação das alunas que se preparavam para se tornarem professoras de crianças, uma vez que mobilizavam seus recursos em sua instrução, servindo para registrar e arquivar armazenamentos não curso. Portanto, investigue essas tecnologias do passado, nos ajude a elucidar e captar das práticas sem pedagógicas e do cotidiano escolar, hoje com o objetivo de contar uma história da educação cada vez mais fiel às heranças que temos.

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**Keywords:** Historical Scientific Instruments, History of Education, Science education, Museum of Education, Physics  
**The Use of the Historical Scientific Instruments of the Andalusian Museum of Education for Research and Teaching**

*El Uso de los Instrumentos Científicos Históricos del Museo Andaluz de la Educación para Investigación y Docencia*  
José Antonio Mañas Valle<sup>1,2</sup>, Manuel López Mestanza<sup>1,2</sup>

<sup>1</sup>Universidad de Málaga, Spain; <sup>2</sup>museo Andaluz de la Educación, Spain

### *Abstract (in English):*

The Andalusian Museum of Education (MAE) has a collection of more than 850 historical scientific instruments for teaching and research (some from the 18th century, and many from the 19th and 20th centuries), of which some 50 pieces are currently on display. The Museum has also more than 300 books on physics, chemistry, and mathematics, also from those centuries, some of them by famous authors and with a high bibliographic value. Finally, it has more than 700 references of school textbooks on these subjects of all the educational levels. The goal of this paper is to present some of the activities carried out by the MAE in relation to the history of science education. These activities are mostly carried out outside its headquarters and have a high educational value. Given that the MAE aims to reach the widest possible number of people, its activities are carried out throughout the Spanish territory in contact with other institutions. These scientific instruments are used as a source of knowledge and as provocateurs of experiences in the activities that will be described in this paper (conferences, exhibitions and workshops) The presented scientific instruments have been previously catalogued and restored and are shown in operation. The cataloguing process is being carried out based on catalogues and historical teaching manuals of the time. This is a very specialized task that also allows us to see the circulation of the objects. This paper is divided into two parts:

- The importance of carrying out activities where historical scientific heritage is valued as a means of learning about the evolution of sciences, based on the description and use of objects with a high museum value, is highlighted. All these objects played an essential role in the evolution of societies, their customs, and their economy (just think, for example, of the experiments related to electricity).
- Some events are described. Showing the importance of conserving this historical material, used as a very effective means of learning, is a fundamental educational objective. The scientific subjects that were given more importance in the curriculum and the didactic materials used in each historical context are indicated.

Among the conclusions, we underline that these events are a didactic example of how the valuable scientific materials preserved from the 18th, 19th and 20th centuries can be extremely valuable for knowing the «history of science» and for the application of new specific didactics. Using objects with this wide temporal spectrum and with its diversity of study subjects provides enormous academic, pedagogical and historical value to education. The use of scientific instruments, simple or complex, offers a wide panorama (from Antiquity to the 20th century) on how our knowledge about physics, chemistry, natural sciences, etc. has evolved. The experiments carried out in conferences and workshops, often with the participation of the public, represent a unique possibility in the double task of teaching and learning.

*Abstract (in Language of Presentation) :*

El Museo Andaluz de la Educación (MAE) cuenta con una colección de más de 850 instrumentos científicos históricos para la investigación y la docencia (algunos del siglo XVIII, y muchos de los siglos XIX y XX), de los cuales actualmente se exponen unos 50 ejemplares. También cuenta con más de 300 libros sobre física, química y matemáticas, también de esos siglos, algunos de ellos de ilustres autores y de gran valor bibliográfico. Por último, pero no menos importante, tiene más de 700 referencias de textos escolares sobre estas materias de todas las etapas educativas. El objetivo de esta comunicación es presentar algunas de las actividades realizadas por el MAE con relación a la historia de la enseñanza de las ciencias. Estas actividades se realizan mayoritariamente fuera de su sede y tienen un alto valor pedagógico. Dado que el MAE pretende llegar al más amplio número posible de personas, sus actividades se desarrollan por todo el territorio español en contacto con otras instituciones. En las actividades que se describirán en esta comunicación (conferencias, exposiciones, talleres) se usan esos objetos científicos como fuente de conocimiento y como provocadores de experiencias. Los objetos que se muestran han sido previamente catalogados y restaurados y se les ve en funcionamiento. El proceso de catalogación se está realizando a partir de catálogos y de manuales históricos de enseñanza de la época y es un trabajo muy especializado que permite ver también la circulación de los objetos. Este trabajo se divide en dos partes:

Se destaca la importancia de realizar actividades donde se ponga en valor el patrimonio científico histórico como medio para el conocimiento de la evolución de la Ciencia, basándose en la descripción y uso de objetos con un elevado valor museístico. Todos esos objetos jugaron un papel esencial en la evolución de la sociedad, de sus hábitos y de su economía (sólo hay que pensar, por ejemplo, en los experimentos relacionados con la electricidad).

Se describen algunos eventos. Mostrar la importancia de la conservación de este material histórico, usado como un medio muy eficaz para el aprendizaje, es un objetivo educativo fundamental. Se indican las materias científicas a las que se daba más importancia en el currículum y los materiales didácticos usados en cada contexto histórico.

Entre las conclusiones, subrayamos que estos eventos son un ejemplo didáctico de cómo los valiosos materiales científicos conservados desde los siglos XVIII, XIX y XX pueden ser extremadamente valiosos para conocer la “historia de la ciencia” y para la aplicación de nuevas didácticas específicas. Emplear objetos con este amplio espectro temporal y con su diversidad de materias de estudio aporta un enorme valor académico, pedagógico e histórico a la educación. La utilización de instrumentos científicos, simples o complejos, ofrece un amplio panorama (desde la Antigüedad hasta el siglo XX) sobre cómo han ido evolucionando nuestros conocimientos acerca de la física, la química, las ciencias naturales, etc. Los experimentos realizados en conferencias y talleres, a menudo con participación del público, suponen una posibilidad única para enseñar y aprender.

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*Keywords:* History of Education, Subject Manuals, Educational Objects, Liberalism, Catholicism  
**History Of Education Manuals As Educational Objects In The Dispute Between Liberals  
 And Catholics In Brazil In The 1930s**

*Manuais De História Da Educação Como Objetos Educacionais Em Disputa Entre Liberais e Católicos No Brasil Na Década De 1930*

Décio Gatti Jr.<sup>1</sup>, Giseli Cristina do Vale Gatti<sup>2</sup>

<sup>1</sup>Federal University of Uberlândia, Brazil; <sup>2</sup>University of Uberaba, Brazil

*Abstract (in English):*

Here we discuss manuals of History of Education and their importance as educational objects in teacher training in Brazil in the 1930s, a time marked by disputes between liberals and Catholics regarding relevance in the Brazilian education field. We focus on two important subject manuals of History of Education: “Noções de História da Educação” (“Concepts of History of Education”) by Afrânio Peixoto, published in 1933 by the Cia. Editora Nacional (liberal and scientifically oriented field) and “Educação. História da Pedagogia. Problemas Actuaes” (“Education. History of Pedagogy. Current Problems”) from Mother-Superiors Peeters and Cooman, published in 1937 by Cia. Melhoramentos de S. Paulo (Catholic field). Freedom of education allowed division of teacher training in Brazil – one part of teachers attended normal schools (teacher training schools) linked to the State, another part enrolled in Catholic normal schools, though with teaching programs formulated by the State. This, however, did not ensure an equal approach to content. In both manuals of History of Education, the theme of *Educação Nova* (New Education) is highly present, though from antagonistic perspectives – in the liberal field, the effort was toward using educational reforms to promote construction of a democratic Republic in Brazil, and, in the Catholic field, the aim was to maintain the relevance of the Church in Brazil. In fact, the reformist educational plan of the international movement for New Education was shared by liberal Brazilian educators, but also fostered a strong reaction contrary to the Catholicism of that time. Views on the theme of illiteracy exemplifies this difference. In Afrânio Peixoto, it is a problem in need of urgent resolution, as a basis for true existence of a democratic Republic. For Mother-Superiors Peeters and Cooman, only those who had the possibility would be educated in schools; for the others, the Catholic faith would be enough; they actually called the obsession with schooling on the part of educational reformers a pedagogical illusion. Another example is the mute response regarding the movement of a Spiritist reaction in the manual of Afrânio Peixoto, which appears to show an important difference in narrative strategy, because Mother-Superiors Peeters and Cooman enumerate important figures from New Education to reject their ideas from the Catholic viewpoint. However, both manuals objected to the approach toward education in Soviet Russia, though for different reasons. For Afrânio Peixoto, defender of a democratic Republic, it would be error to consider children as belonging to the State and the submission



of the active school to the ideologies of revolutionary Marxism and materialist atheism. For Peeters and Cooman, religious sisters and defenders of a perennial philosophy, the pedagogy of the Soviets contained serious errors: materialism, monopoly of education by the State, and militant atheism. The manuals of History of Education were highly important educational objects in teacher training in Brazil, with strong evidence of their alignments with the main political disputes for the Brazilian educational field in the 1930s.

*Abstract (in Language of Presentation) :*

Neste trabalho abordaremos os manuais de História da Educação e sua importância como objetos educacionais na formação de professores no Brasil na década de 1930, momento marcado pelas disputas entre liberais e católicos no que se refere à relevância no campo educacional brasileiro. Para tanto, tomaremos como fonte privilegiada dois importantes manuais disciplinares de História da Educação: “Noções de História da Educação”, de Afrânio Peixoto, publicado em 1933, pela Cia. Editora Nacional (campo liberal e cientificista); “Educação. História da Pedagogia. Problemas Actuales”, das Madres Peeters e Cooman, publicado em 1937, pela Cia Melhoramentos de S. Paulo (campo católico). A liberdade de ensino permitia que a formação de professores no Brasil fosse dividida, com uma parte dos discentes que frequentava escolas normais vinculadas ao Estado e, com outra parte dos discentes matriculados em escolas normais católicas, mediante, porém, programas de ensino formulados pelo Estado, que, todavia, não garantiam igual abordagem dos conteúdos. Em ambos os manuais de História da Educação pôde-se perceber intensa presença da temática da Educação Nova, ainda que em perspectivas antagônicas, dado que, no campo liberal, o esforço era o de fomentar, por meio de reformas educacionais, a construção de uma República democrática no Brasil e, no campo católico, buscava-se, por meio da educação escolar, manter a relevância da Igreja no país. De fato, o ideário educacional reformador do movimento internacional pela Educação Nova era compartilhado por educadores liberais brasileiros, mas, também fomentava forte reação contrária do catolicismo da época. Uma questão que exemplifica essa diferença de visões era o tema do analfabetismo. Em Afrânio Peixoto é um problema a ser resolvido com urgência, como base para a existência verdadeira da República democrática. Para as Madres Peeters e Cooman, seriam educados em escolas apenas aqueles que fosse possível e, para os demais, bastaria a fé católica, inclusive, nomeavam de ilusão pedagógica, a obsessão pela escolarização dos reformadores educacionais. Há também silenciamentos, por exemplo, acerca do movimento de reação espiritualista no manual de Afrânio Peixoto, o que parece demonstrar uma diferença importante de estratégia narrativa, pois as Madres Peeters e Cooman elencam personagens importantes da Educação Nova, para poderem objetar suas ideias, a partir do ponto de vista católico. Na abordagem da educação na Rússia soviética, todavia, ainda que por motivações diferentes, a objeção está presente em ambos: em Afrânio Peixoto, defensor de uma República Democrática, seria um erro considerar que as crianças pertencessem ao Estado e a submissão da escola ativa as ideologias do marxismo revolucionário e do ateísmo materialista. Para as Madres Peeters e Cooman, religiosas e defensoras da filosofia perene, a pedagogia dos soviéticos comportaria erros graves: materialismo, monopólio da educação pelo Estado e ateísmo militante. Concluímos que os manuais de História da Educação foram objetos educacionais de grande importância na formação de professores no Brasil, com forte evidência de seus alinhamentos com as principais disputas políticas pelo campo educacional brasileiro na década de 1930.

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## A2 08.1: School and Culture (2)

Session Chair: [Àngel Pascual i Martín](#), Universitat de Barcelona

Keywords: rituals and festivals, school culture, Colônia Pinhal, japanese school

### The Rituals And Festivals Of The Model School Of Japanese Language The ‘Colônia Pinhal’ And It’s Legitimation Of Knowledge

*Os Rituais E Festas da Escola Modelo De Língua Japonesa da Colônia Pinhal e a Legitimação dos Conhecimentos*

[Adriana Aparecida Alves da Silva Pereira](#), [Ricardo Coser Mergulhão](#), [Graciele Aparecida da Silva](#)

Universidade Federal de São Carlos, Brazil

*Abstract (in English):*

This work intends to present the festivals and rituals carried out at the Model School of Japanese Language in Colônia Pinhal, located in the rural area of São Miguel Arcanjo, the southwest region of São Paulo state. According to Dominique Julia (2000) and Vinão Frago (1995) who affirm that within each school there is a culture that can be considered peculiar to it, but which is not restricted to them. Since these cultures are related to other broader cultural practices of a society, it is possible to say that knowledge and culture of a society permeates the school and vice versa. Thus, it is possible to think about the role that the Japanese immigrants in the Colônia Pinhal attributed directly to the school as a “transmitter of a culture” as well as a facilitator for integration into the local society. In this way, this work analyses whether the incorporation of traditional rituals and festivals in the practices of the Model School of Japanese Language, during the period 1964 -2007, contributed to the learning of broader practice of Japanese traditions, alongside the learning of local customs. This period of study refers to 1964, the year of foundation, to 2007, the 10 year anniversary of the restructuring of the Japanese school. In 1964 the Japanese school was founded in an improvised way in one of the premises of the ‘Escola Municipal Mista da Colônia Pinhal’. It was project of weekly schooling, but as the number of Japanese immigrants increased, it became a daily school and was moved to where the new arrivals used to be accommodated. Eventually in 1997, it started to operate in its own building and having reformulated its rules, guidelines and thus expanding its practices, became a model school of Japanese language for the southwest region of Sao Paulo state. Written, oral and iconographic sources were used in this research. Among these we highlight the ‘Magazine in Commemoration for the 40th anniversary of Colônia Pinhal’, the ‘Magazine in Commemoration for the 50th anniversary of Colônia Pinhal’, the ‘School Guide of the Model School of Japanese Language in Colônia Pinhal – 1997’, a collection of the school photo albums and seven interviews with local residents, alumni and teachers. Our analysis showed that we can separate rituals and festivities into four categories: 1. Daily rituals that aimed to incorporate Japanese habits and customs into children’s daily lives; 2. Rites of passage – start and end of school year celebrations, including oratory, calligraphy and drawings contests; 3. Traditional festivals, such as Undokai, Japanese Emperor’s Birthday, Children’s Day, Camp day, Ottoman day, which aimed to transmit the Japanese culture and traditions; 4. Incorporated festivals and activities such as June festival, cultural or leisure excursions. In conclusion, we can highlight how much the school valued rituals and festivals, not only as moments of fraternization, but as privileged moments of learning; and the legitimization of new knowledge that provided international formation.

*Abstract (in Language of Presentation) :*

O presente trabalho pretende apresentar as festas e rituais realizados na Escola Modelo de Língua Japonesa da Colônia Pinhal. A colônia japonesa em questão foi fundada em 1962, com o apoio da JAMIC (*Japan Migration and Colonization*) e JICA *International Cooperation Agency*. e fica localizada na zona rural de São Miguel Arcanjo, região sudoeste do estado de São Paulo. Considerando Dominique Julia e Vinão Frago (1995), existe uma cultura que é peculiar a ela, mas que não é considerada como sendo restrita ao interior, uma vez que essa cultura pode se relacionar com práticas culturais mais a sociedade da sociedade É possível afirmar que a sociedade produz a escola e também é por ela produzida, ou seja, os saberes da sociedade ampla perpassam a escola e vice-versa. Assim é possível pensar o papel que os imigrantes japoneses

da Colônia Pinhal atribuíram à escola enquanto transmissora de uma cultura atribuída por eles e ao mesmo tempo como facilitadora para integração à sociedade local. Esta análise analisa a incorporação de novos rituais e festas nas escolas Modelo de Forma Japonesa da Colônia Pinhal, no período investigado, foi observada para a aprendizagem das tradições, assim como a aprendizagem dos costumes locais. A periodização se refere a 1964, ano de fundação, a 2007, ano de fonte de dez anos de reestruturação da escola japonesa. Em 1964, a escola japonesa foi fundada de forma improvisada em uma das dependências da Escola Municipal Mista da Colônia Pinhal e funcionava semanalmente, com o aumento de alunos, passou a funcionar diariamente no antigo alojamento dos recém-chegados. Em 1997 ela começa a funcionar em um prédio próprio e torna-se modelo na região sudoeste, reformulando suas regras, diretrizes e assim ampliando suas práticas. Foram fontes escritas, orais e iconográficas, dentre elas, Somos a Revista em Comemoração aos 40 anos da Colônia Pinhal, a Revista em Comemoração aos 50 anos da Colônia Pinhal, o Guia Escolar da Escola Modelo de Língua Japonesa da Colônia Pinhal – 1997, coleção de álbuns de fotografia da escola e sete entrevistas realizadas com moradores, ex-alunos e professores. A análise evidenciou que podemos separar os rituais e festas em quatro categorias: 1. Rituais cotidianos - realizados diariamente, tendo como objetivo a incorporação de hábitos e costumes japoneses no cotidiano das crianças; 2. Rituais de passagem - festas de abertura do ano letivo, concursos de oratória, caligrafia, desenhos, festa de encerramento do ano letivo; 3. Festas tradicionais - Undokai, Anivers do japonês, Dia das crianças, Otomany day, que tinham como objetivo transmitir a cultura e as tradições japonesas; 4. Festas e atividades internas – festa junina, cultural ou de lazer. Destacar o quanto a escola valoriza os rituais e festas, não apenas como momentos de confraternização, mas como momentos privilegiados de aprendizagens e que a escola ao longo do período foi legitimando novos conhecimentos com o objetivo de proporcionar uma formação “internacional”.

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*Keywords:* Community Centered School, Community committees, Italian East Harlem, History of Italian migration

### **The Tool of Community Committees in 1940s School Planning in New York City.**

#### **The Method of Leonard Covello**

Carmen Petruzzi

University of Foggia (Italy), Italy

Modern technologies have greatly changed the impact of schools on the local area. At the same time, they have expanded opportunities but increased disconnection and social exclusion for those who cannot fully access them. In a globalized world, adhering to national and international issues seems imperative to implement participatory politics, often at the expense of local issues that remain an isolated bubble. Today, connection and interdependence reinforce the sense of belonging to an enlarged, virtual and unknown community where participatory engagement is only apparent, often not very adherent to the contingent issues that members of the same community share. In the suburbs of New York City in the 1930s and 1940s - inhabited by Italian and Puerto Rican immigrants with limited prospects for social affirmation – Leonard Covello (1887-1982), principal and educator, implemented a community centered school project whereby he realized progressive educational principles and expanded them to include the families and neighborhoods too. The school «which is in direct contact with every family in the community» (Covello, 1936) highlights the ineffectiveness of a traditional educational model that does not consider the characteristics of the immigrant population. In addition to the difficulties of adaptation, there is also an anti-social attitude that takes root primarily in second generations. Covello argues that the overcoming of social anomalies can only be achieved through a rethinking of the role of the school, which becomes a space for democracy and active and participatory citizenship, a point of reference for the entire community, and an involuntary promoter of a phase of intergenerational transition that changes the mindset of the traditional family. The neighborhood committees organized by Covello are the main tool for social actions that benefit the East Harlem community. In the vertical organization of the school, seven committees were initially arranged to work on the citizenship project in the areas of: health, youth guidance, neighborhood council, parent education, juvenile aid, racial problems, and citizenship problems. The various committees were made up of teachers, school staff, students, and community members who worked together in and out of the classroom to work on issues that were common to neighborhood residents, regardless of creed, language, or ethnicity. In the Covello method, committees tied the school to the community and the community to the school so that the progress of education and the progress of civic achievement followed the same path. Educating for citizenship meant going beyond the study of theoretical content and reading the needs of the local reality to plan school programme and extracurricular activities that would introduce awareness in non-curricular spaces.

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*Keywords:* Cinema, education, technology, elementary school

### **The Elementary School Cinematography Section in the 1940s and 1950s**

*La Sección Cinematografía Escolar de Primaria en las décadas del 40 y 50*

Lucía Jimena Secco Lores

Universidad de la República, Uruguay

#### *Abstract (in English):*

This presentation seeks to introduce the relationship between cinema and education in elementary school in Uruguay. The use of cinema in the classrooms in Uruguay became official in 1920, as well as in European countries such as France and a decade ahead of the experiences of its Argentine neighbor (Silva Serra, Peluffo, 2020; Galak, 2017; Sell, 2016; Alted Vigil, 2016; Grimello-Mesplomb et al, 2016; Kivel, 2014; Silva Serra, 2011). The use of cinema in elementary school in Uruguay began in 1917 with a decree that authorized the use of projections as a teaching aid. The first years it worked in a precarious way, by the impulse of the Technical Inspector Emilio Fournier, who gave lectures with the support of two fixed projection equipments and one of film, with the aim of getting teachers interested in the new technologies. The School Cinematography Section began in 1920, but it was not until José Pedro Puig started as director in 1929 that it gained real impulse and the section began to make its own productions. During those years, technical definitions such as the format to adopt or the preference for silent films were taken. At the same time, the objectives of the section were defined, in relation to its commitment to the universalization of the use of cinema in the classroom and the advantages for rural education. In 1939, a 16 mm camera was acquired, which allowed the Section produce its own films, performed in those years by Puig himself. The main objective was to bring the life of the country closer to the children of the city and the lifestyle of the city to those of the country. Puig was succeeded by Nilda Genta, who took up the Section's film production work, this time directed by internal and external technicians. In practice, the films produced in the section in both periods were mostly related to themes of school life. In 2018, the Audiovisual Preservation Laboratory of the General Archive of the University of the Republic, rescued 41 films from elementary school, and is in a process of digitizing them. The rescue of these works will allow to get closer to the use of cinema in the classroom in Uruguay in the 1940s and 1950s.



*Abstract (in Language of Presentation) :*

Esta ponencia busca introducir la relación entre cine y educación en la enseñanza primaria en Uruguay. El uso del cine en las aulas de Primaria se oficializó en el año 1920, a la par que en países europeos como Francia y adelantándose una década a las experiencias de su vecino argentino (Silva Serra, Peluffo, 2020; Galak, 2017; Sell, 2016; Altred Vigil, 2016; Grimello-Mesplomb et al, 2016; Kivel, 2014; Silva Serra, 2011). El uso del cine en la enseñanza primaria en Uruguay comenzó en 1917 a partir de un decreto que autorizaba el uso de proyecciones luminosas como auxiliar de la enseñanza. Los primeros años funcionó de forma precaria, a impulso del Inspector Técnico Emilio Fournier que brindaba conferencias con el apoyo de dos equipos de proyecciones fijas y uno de cine, con el objetivo de interesar a los maestros en las nuevas tecnologías. La Sección Cinematografía Escolar como tal inició en 1920, pero fue sino hasta la asunción de José Pedro Puig como director en 1929 que tomó verdadero impulso y comenzó a realizar producciones propias. Durante esos años se tomaron definiciones técnicas como ser el pase a adoptar o la preferencia por películas silentes. A su vez, se definieron los objetivos de la sección, en relación a su apuesta por la universalización del uso del cine en el aula y las ventajas para la educación rural. En 1939 se adquirió una cámara filmadora, que permitió iniciar la producción de realizaciones propias, filmadas en esos años por el propio Puig. La misma buscaba acercar la vida del campo a los niños de ciudad y el estilo de vida de la ciudad a los del campo. A Puig lo sucedió Nilda Genta, quien retomó la labor de producción cinematográfica de la Sección, esta vez dirigida por técnicos internos y externos. En la práctica, las películas producidas en la sección en ambos períodos fueron mayoritariamente relacionadas con temáticas relacionadas con la vida escolar. En 2018, el Laboratorio de Preservación Audiovisual del Archivo General de la Universidad de la República, rescató 41 latas de un sótano de Primaria, y se encuentra en un proceso de digitalización de las mismas. El rescate de estas obras permitirá profundizar en el uso del cine en el aula en Uruguay en las décadas del 40 y 50.

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*Keywords:* Great Books, Reading, Liberal Education, Robert Hutchins, Mortimer Adler

**Encyclopaedia Britannica's Great Books of the Western World. Materials  
or a liberal education program for adults**

*La colección Great Books of the Western World de Encyclopaedia Britannica. Materiales para un programa de educación liberal para adultos*

Àngel Pascual i Martín, Eric Ortega González

Universitat de Barcelona, Spain

*Abstract (in English):*

In 1952, Encyclopaedia Britannica published the set Great Books of the Western World for the American public, a collection in 54 volumes of the greatest classics of Western literature and thought, directed and edited by Robert M. Hutchins and Mortimer J. Adler. The collection appeared within the revival of the liberal education ideal happening in the United States after World War I. Facing the progressive banishment of humanistic tradition and the reading of classics from the general formation of citizenship, and under the conviction that the best way and the best instrument for an education of free men would be dealing intellectually with the finest written works of humankind, in the interwar period, programs exclusively dedicated to read and discuss these works were developed around some American higher education institutions, such as the colleges of the University of Columbia and Chicago first, and St Johns College later. After the experiences

and efforts of curricular systematization developed in these academic institutions, and with the precedents in publishing world such as the *Harvard Classics* (1909), the *Great Books of the Western World* collection intended not only to develop a coherent training program through the reading of 443 works belonging to 73 different authors, but to provide the necessary material means so that any American citizen could do so, that is, publishing in English a large number of works that until then were unavailable to the general public. This communication 1) reviews the former attempts in America, both at the editorial and academic levels, in terms of catalogs of classic works and school programs; 2) it develops the educational purpose pursued by the editors; 3) it analyzes the selection criteria for authors and titles, as well as the editing criteria (introductions, critical apparatus and other resources for the preparation for reading and study); 4) it presents the recommended reading program by courses and 5) finally, it examines the collection in terms of dissemination, not only concerning its advertising and editorial marketing, but also the extension of the reading programs associated with it.

*Abstract (in Language of Presentation) :*

En 1952 salió a la luz para el público norteamericano la colección de Encyclopaedia Britannica *Great Books of the Western World*, una serie que trataba de recoger en 54 volúmenes los grandes clásicos de la literatura y el pensamiento occidental, y cuya dirección y edición fue encabezada por Robert M. Hutchins y Mortimer J. Adler. La colección aparecía en el marco del resurgimiento del ideal de una educación liberal que tuvo lugar en Estados Unidos a partir de la I Guerra Mundial. Ante el progresivo destierro de la tradición humanística y de la lectura de clásicos en la formación general de la ciudadanía, y bajo el convencimiento que la mejor vía y el mejor instrumento para una educación propia de hombres libres se daría mediante el trato intelectual con las grandes obras escritas de la humanidad, en el período de entreguerras se fueron desarrollando alrededor de algunas instituciones de educación superior norteamericanas, como los *colleges* de la Universidad de Columbia y Chicago primero, y el St Johns College después, programas de estudio centrados exclusivamente en la lectura y discusión de estas obras. Después de las experiencias y esfuerzos de sistematización curricular desarrollados en estas instituciones académicas, y con precedentes en el mundo editorial como la *Harvard Classics* (1909), la colección *Great Books of the Western World* pretendía no solo desarrollar un programa de formación coherente a través de la lectura de 443 obras pertenecientes a 73 autores diferentes, sino proveer con los medios materiales necesarios para que cualquier ciudadano americano pudiera hacerlo, esto es, editando en lengua inglesa una gran cantidad de obras que hasta el momento eran inaccesibles para el público general. La presente comunicación 1) repasa los antecedentes de la colección en Norteamérica, tanto a nivel editorial como académico, en lo referente a catálogos de obras clásicas como a programas escolares; 2) desarrolla el propósito pedagógico perseguido por los editores con la colección; 3) analiza los criterios de selección de autores y títulos, así como los criterios de edición (introducciones, aparato crítico y otros recursos para la preparación de la lectura y el estudio); 4) presenta el programa de lectura por cursos recomendado por la misma colección y 5) por último, examina la colección en términos de difusión, no solo de publicitación y comercialización editorial, sino de extensión de los programas de lectura asociados a ella.

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## A4 08.1: Teaching and Society (4)

*Session Chair:* [María Belén Trejo](#), Universidad de Buenos Aires

*Keywords:* school administration, school technology, disciplinarity, educational politics

### **“No Christian, No Specialist?” – Kurt Löwenstein’s Contested Appointment To The City School Board And The Disciplinarity Of School Administration**

[Marcelo Caruso](#), [Daniel Töpper](#)

Humboldt-Universität zu Berlin, Germany

“Löwenstein is not a specialist; his theories are impracticable; he does not give clear answers to pedagogical questions. (...) He is not a Christian: his only clear program is the fight against religious education.” (transl. by the authors, Hi, 21.10.1920, *Erste Beilage Vossische Zeitung*, Donnerstag (Morgen) No. 57). The author of this newspaper quotes Ritter, pastor and deputy of the German National Party, argues for the non-approval of Kurt Löwenstein for the position of city

school council in Berlin. Löwenstein was proposed by the elected administration of Berlin formed under a social democratic majority in Berlin. In our paper we will discuss what exactly was disputed in this inauguration process. Only in 1920 a specialist qualification, something we call *disciplinarity of school administration* (Fachlichkeit der Schulverwaltung), was made mandatory as a replacement for the formerly common clerical school supervision. This shift occurred after long struggles of the elementary teachers' associations for the abolition of these clerical structures. In this paper we want to shed light on the prolonged development towards a specialized school supervision. by looking at a discussion at its end in Prussia and focusing on the involved what understandings of *disciplinarity* in the discussion of Löwenstein's qualification. Our paper looks at teachers' journals and public newspapers (Vossische Zeitung, Berliner Volkszeitung, Vorwärts, Freiheit, Berliner Tageblatt, Pädagogische Zeitung, Schlesische Schulzeitung) and their understanding of the invoked pedagogic special knowledge. Using daily newspapers, teacher's press, and minutes from political debates on the case (Kozicki, 2021; Korthase, 1993; Brandecker, Feidel-Mertz, 1976), we conclude that the critique of Löwenstein's employment focused on his lack of concrete administrative and teaching experiences. As critics argued, Löwenstein lacked biographical credentials as well as pastoral guidance skills to successfully direct school supervision-. Not only was he rejected as a person, but also as a specialist, which visualizes the specific constitution of the pedagogical disciplinarity as a mixture of knowledge and personal aptitude. Being knowledgeable about administrative techniques alone along with possessing academic credentials was not sufficient. We will integrate this finding into a broader concept of contested *disciplinarity of school administration*, in which biographical experience, theoretical expertise, and practical skills were connected, situating it within the broader framework of a newly started research project. Starting from these empirical findings and initial preliminary findings, we would like to discuss some further perspectives we aim to follow during the course of the project.

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*Keywords:* UNESCO, fundamental education, transnational diffusion, mass media, post-war geopolitics.

## **UNESCO's Fundamental Education: Methods and Media for the Transmission of a Concept in the Post-war Period**

Alina Horta

Center for Research and Advanced Studies of the National Polytechnic Institute, Mexico

At the dawn of the post-war period, the recently created UNESCO promoted a series of educational projects in different countries of America, Asia, and Africa under the concept of "fundamental education", which remained relevant between the late 1940s and early 1960s. These projects sought to reinforce what the organization prescribed as the minimum education that impoverished communities around the world needed to improve their quality of life by their own means. That is why fundamental education included literacy campaigns for the young and adult population, the introduction of new agricultural techniques, the promotion of both individual and public health, new forms of production and economic exchange, and the advancement of democratic and ethical ideals that were aligned with the principles of the organization itself (Jones, 1990; Watras, 2007; Dorn & Ghodsee, 2012). UNESCO and its appointed experts promoted the development of a series of fundamental education methods and means for their mass transmission. These would be tested first in pilot projects and then implemented in the fundamental education teaching centers established to train teachers and local promoters on at least three continents. In addition to literacy manuals and worksheets, UNESCO promoted the production of posters, radio programs, and audiovisual records of different types, such as documentaries and films, which can be retrieved thanks to the digitalization of the organization's archives. Following the line of inquiry about the political and economic power relations that have played a part in the deployment of educational methods and technologies, this paper seeks to explore and question the transnational elaboration and diffusion of such methods in fundamental education. With the theoretical and methodological tools of the transnational history of education (Steiner-Khamsi, 2002; Fuchs, 2014; Droux & Hofstetter, 2014), I will focus on three pilot projects implemented in Latin America, Asia, and Africa, as well as on the teaching center for Latin America, to delve into their appropriation among educators and the so-called beneficiary populations. As other historians have already done so on the educational technologies employed by inter-

national organizations on the same period (Goode, 2018; Wood, 2020), I will argue that the development of these novel educational methods, as well as their mass transmission, turned into a tool used by UNESCO to contest what it deemed to be a democratic social order in the context of the geopolitical forces that were beginning to take shape during the post-war period.

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*Keywords:* Anthologies, school work, critic formation

### **Anthologies and school work of the Sciences and Humanities College**

*Antologías y trabajo escolar en el Colegio de Ciencias y Humanidades*

Blanca Trujillo

Universidad Pedagógica Nacional, Mexico

#### *Abstract (in English):*

According to Waquet (2021), 90% of the interactions that take place in universities are oral; speaking is a way of initiation into academic forms of speech, a way of showing the appropriation of a style: that of university discussion. This was the case for a group of students and founding professors at the College of Sciences and Humanities (CCH), a high school attached to the National Autonomous University of Mexico (UNAM), who studied and taught respectively, between 1973 and 1996. Oral participation in this College was linked, in main, to the political formation that the teachers promoted in the years of its foundation, identifying it with participation in assemblies, as an exercise for students to get involved with the struggles and movements of social groups that was transmitted to them and in which some teachers participated. Over time, emulating the oral practices of the assemblies and those of the teacher giving class became characteristics of the political formation of these CCH graduates. However, according to the testimonies of founding teachers, this form of orality was insufficient because, although it showed a 'knowing how to be' and a 'knowing how to do', «there were not always arguments to support what was expressed». The elaboration and use of anthologies of classic and contemporary authors was the way to solve this problem and others of the curricular organization. They were thought of as outstanding documents, and through the practices reported by this group of students and teachers, they became something similar to what Roger Chartier (2010, p. 4) calls a "book of books, made up of short texts and extracts of works that transmit multiple knowledge", in relation to the interests raised, according to the translation that the professors made of the plan and the study programs and of the critical perspective in which the students had to be trained. In this way, between 1971-1996, a period that includes the foundation of the College and the beginning and end of the operation of its first curriculum, 'talking like a book' (Waquet, 2021) became a requirement in the training of the students, the knowledge of the discipline was identified with the books of authors considered classics and indispensables for the understanding of



the topics of the curriculum and of the social phenomena, while the criticism meant «saying one's own, appropriating the arguments of the authors». The anthologies at the CCH were a way of objectifying the work of the students: reading and participating orally had to have a reference to 'translate' in that participation. The purpose of this contribution is to show how the use of anthologies in the teaching practices of teachers and in the school work of students modeled ways of doing and conceptions of 'critical student' and 'progressive school' in the CCH between 1971 and 1976, according to the testimonies and materials provided by a group of students and professors who recalled their academic experiences in that period.

*Abstract (in Language of Presentation) :*

Según Waquet (2021), el 90% de las interacciones que tienen lugar en las universidades son orales; hablar es una forma de iniciación en formas de habla académicas, una manera de mostrar la apropiación de un estilo: el de la discusión universitaria. Así lo fue para un grupo de estudiantes egresados y profesores fundadores del Colegio de Ciencias y Humanidades (CCH), una escuela de bachillerato adscrita a la Universidad Nacional Autónoma de México (UNAM), que cursaron sus estudios y dieron clase respectivamente, entre 1973 y 1996. La participación oral en este Colegio estuvo ligada en principio, a la formación política que los profesores impulsaron en los años de fundación, identificándola con la participación en asambleas, como un ejercicio para que los estudiantes se involucraran con las luchas y movimientos de grupos sociales que se les transmitía y en los que algunos docentes participaban. Con el tiempo, emular las prácticas orales de las asambleas y las del profesor dando clase, se constituyeron como características de la formación política de estos egresados del CCH. No obstante, de acuerdo con testimonios de profesores fundadores, esta forma de la oralidad era insuficiente porque, aunque mostraba un 'saber ser' y un 'saber hacer', "no siempre se tenían argumentos para sostener lo que se expresaba". La elaboración y uso de antologías de autores clásicos y contemporáneos fue la manera de resolver este problema y otros de la organización curricular. Fueron pensadas como documentos *destacados*, ya través de las prácticas relatadas por este grupo de estudiantes y profesores, se siguió en algo similar a lo que Roger Chartier (2010, p. 4) denomina "libro de los libros, compuesto por textos breves y extractos de obras que transmiten múltiples saberes", en relación con los intereses planteados, según la traducción que los profesores hacían del plan y los programas de estudio y de la perspectiva crítica en la que los estudiantes deben formarse. De esta manera, entre 1971-1996, periodo que incluye la fundación del Colegio y el inicio y fin de la operación de su primer plan de estudios, 'hablar como un libro' (Waquet, 2021) se convirtió en una exigencia en la formación de los estudiantes, el conocimiento de la disciplina se identificó con los libros de autores considerados clásicos e indispensables para la comprensión de los temas del curriculum y de los fenómenos sociales, mientras que la crítica significó "decir lo propio, apropiándose de los argumentos de los autores". Las antologías en el CCH fueron una manera de objetivar el trabajo de los alumnos: leer y participar de manera oral debe tener un referente para 'traducir' en esa participación. Esta contribución tiene el propósito de mostrar cómo el uso de antologías en las prácticas de dar clase de profesores y en el trabajo escolar de estudiantes modeló formas de hacer y concepciones de 'estudiante crítico' y de 'escuela progresista' en el CCH entre 1971 y 1976, de acuerdo con los testimonios y materiales proporcionados por un grupo de estudiantes y profesores que rememoraron sus experiencias académicas en dicho período.

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*Keywords:* Gender Technologies, Female education, cultural translation

**Female technical education in Argentinian first half of XXth century. Cecilia Grierson's contribution**

María Belén Trejo

Universidad de Buenos Aires, Argentine Republic

Several studies in history of education that assumed gender perspectives or a particular interest for women as subjects of pedagogical processes have inquired in debates and practices that involve women and educational field. Some of the topics Argentinian studies have approached are: women's inclusion in educative institutions, the design of specific projects for female education, their place in working market as teachers or their participation in educational hierarchy between others (Morgade, 1997; Lionetti, 2005; Caldo, 2019). In the same way, this presentation approaches the enforcement and cultural translation of pedagogical proposes of women's technical education in the transition between XIXth and XXth century. In order to approach this subject, we will consider as case study two events that involved the same teacher: Cecilia Grierson, a widely involved in Argentinian early female discussions woman. This presentation grounds in two

group of sources. On the one hand, a report handed to the Public Instruction ministry of Argentina in 1902. This document synthesizes a study trip to several European countries where Grierson observed labor schools for women. 'Educación técnica de la mujer' (Woman's technical education) is a published report, commented and praised by distinguished intellectuals when it appeared. On the other hand, this display considers documentation preserved in the 'Archivo General de la Nación' (National General Archive) which contains a request of a course's recognition and funding. The cooking course took place since 1904 in the 'Escuela Técnica del Hogar' (Home Technical School), a women's institution led by Grierson. These papers include opinion of an inspector, information regarding to purposes and results of this initiative. From treatment of this material, we expect to reflect about the influence of foreign projects in the period between centuries. This issue was also highlighted in Grierson's posthumous tribute: "Comissioned by the government to study the organization of technical schools for women in Europe, she contributed with her brilliant report to give direction to this instruction and founded the first 'Escuela Técnica del Hogar', under her management and support for several years" (Comisión de homenaje a Cecilia Grierson, 1934). On the other hand, there is an interest in approaching local discussions related to women's education and their materialize as gender technologies (Darré, 2013, p. 11) considering two events that involved the same subject.

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## A6 08.1: Production and Circulation of Educational Objects (2)

Session Chair: [Andressa Caroline Francisco Leme](#), Universidade de São Paulo

*Keywords:* observation, young children, experimental schools, research

### New Technologies of Observation and the 'Researched' Child: 1900s -1960s

[Larry Prochner](#)<sup>1</sup>, [Kristen Nawrotski](#)<sup>2</sup>, [Helen May](#)<sup>3</sup>, [Yordanka Valkanova](#)<sup>4</sup>, [Alessandra Arce Hai](#)<sup>5</sup>

<sup>1</sup>University of Alberta, Canada; <sup>2</sup>Pädagogische Hochschule Heidelberg; <sup>3</sup>Otago University; <sup>4</sup>Canterbury Christchurch University; <sup>5</sup>Universidade Federal de São Carlos

Systematic data collection about young children - whether through observation methods and measures or other means - is part and parcel of twenty-first century early childhood research and reflective practice; however, this was not always the case. Using mainly archival documents, this paper describes exemplars drawn from five case studies of schools established in the early 20th century at the forefront of a widespread transformation in the relationship between teacher/practitioner and child, a transformation which happened in the context of empathy-infused child-centred settings on the one hand, and scientific, observation-based research-informed pedagogy on the other.

The objectives are to investigate how ground-breaking individuals understood and engaged in their work as researchers and carer-educators of children; to identify and describe the scientific, social, political and other dynamics and their influence on the way research with children was undertaken and understood in these particular schools and in their broader local/national and transnational contexts; to investigate the conceptualization of the child as subject and object of research in these schools, and to (re)consider the status of research-based knowledge about children within the institutions and the field. The case study schools are from our current project, 'New Education and the Researched Child: 1900s - 1960s', which explores the technologies, pedagogies and practices underpinning fledgling endeavors to research the new childhood that emerged within experimental schools. Our paper will discuss a sample of the technologies used within and across these schools, which include:

1. The Hampstead War Nurseries and Clinic (1942-), London: considering the observation of children through different lenses (paediatrics, psychology, education, psychoanalysis); the roles of gender and culture; pragmatic participant-observation as instrument and the roles of lay scientists;
2. Experimental Station School (1917–1925), Moscow: incorporating the Soviet discourse on the science of the child; how the child was conceptualized in relation to science; the making of the Soviet education and the material cultures

(laboratories, experiments, tasks, etc.) involved in creating the ‘researched child’;

3. The Dewey School (1896-1904) and the subsequent Dewey-influenced schools in the USA: the teaching techniques, technologies and material culture developed to support the approach (e.g., documentation of projects); the relationship with the psychoanalytic methods of observation.
4. Malting House School (1924–1929), Cambridge, England: measuring the benefits of play based pedagogy; the notion of the child as a researcher; inventing the pedagogical tools to foster scientific understanding at an early age; and promoting these technologies and understandings across mainstream settings during the 1930s-1960s.
5. Caetano de Campos Kindergarten (1886-1950), São Paulo: analyzing the work of Alice Meirelles, who studied in the Kindergarten and in the Normal School and became a kindergarten teacher between 1925-1950 at Caetano de Campos Kindergarten; the use of photography as a tool for (re)presenting education; transforming and intermingling Froebelian principles with the ideas of Dewey and Decroly.

This study expands and extends the case studies from our previous project, whose results were published as our co-authored monograph *Re-imagining Teaching in Early 20th Century Experimental Schools* (New York: Palgrave Macmillan, 2020).

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*Keywords:* Formação de professores, alfabetização, cultura escolar, história da educação.

### **The Developing Child: An Object Of Pedagogical Discourses Destined To Literacy Teachers Education**

*A Criação Em Desenvolvimento: Um Objeto Dos Discursos Pedagógicos Destinados à Formação de Professores Alfabetizadores*

Andressa Caroline Francisco Leme

Universidade de São Paulo, Brazil

#### *Abstract (in English):*

This communication<sup>[1]</sup> proposes an analysis of the object *the developing child* and its relations with the most suitable age to start literacy based on pedagogical discourses, which appropriated the knowledge of the psychology of development to conceive orientations destined to training teachers. From the perspective of Michel Foucault on discourse analysis, and texts on the writing of school history and culture, especially those of Paul Veyne (1971) and Viñao Frago (1995), the books “Reading in Primary School: a Guide for Normalists and Primary School Teachers” (1966) by Juracy Silveira, and “Natural Literacy” (1988) by Gilda Rizzo are examined. The writings reveal that these teachers take opposite sides: Silveira is supported by the purposes of the Brazilian movement entitled New School, while Rizzo adopts the constructivist conception elaborated by Jean Piaget. However, the assumptions regarding theories of New School and constructivist ideas come together due to the need to assess children’s conditions for learning to read and write, based on the knowledge of psychology. What has changed are the instruments and ways of naming such practices by the supporters of one or another conception of teaching. In the 1980s, unlike in 1966, tests were replaced by the application of diagnostic assessments, since they no longer sought to identify maturity to justify the child’s (in)capacity to learn, but to verify their level of cognitive development. As for the finality of the proposals, it is possible to think of it in terms of confluence and detachment. In both cases, the specialists aimed to guide teachers on how to adapt teaching to serve children, commonly through the articulation among child development and a set of statements about maturity, children’s interests, readiness, and rhythm of learning. They were separated by the discursive effects produced in each case because, in the first, it seemed acceptable to conclude that some children could not learn; while in the second, the certainty that they all had learning conditions was announced. Therefore, the statements about the recommendations of education specialists on the right age for children to be literate are not/can not be considered stable, because the object itself, *the developing child*, is not presented in the same way in the discourses examined, but it transforms with the discourse itself over time. These statements also cross disputed and provisional discursive boundaries, about who the child is, how they develop and how they

should learn to read and write at school. Reason why this work concludes that there is no ideal age for literacy, but the production of this discourse, inserted in a temporality, can assume variations, repetitions, and transformations that are important to be understood.

[1] Produced with the support of Coordination for the Improvement of Higher Education Personnel - Brazil (CAPES) - Financing Code 001. And composes the studies of the axis "Pedagogical Innovation and Tradition: Escapes and Counterpoints", linked to the research project Knowledge and Practices in Borders: for a transnational history of education (1810-...), developed at the University of São Paulo (FAPESP, Process: 2018/26699-4).

*Abstract (in Language of Presentation) :*

Nesta comunicação[1], propõe-se a análise do objeto *a criança em desenvolvimento* e suas associações com a idade mais indicada à alfabetização, a partir de discursos pedagógicos que se apropriaram dos conhecimentos da psicologia do desenvolvimento para formular orientações dirigidas aos professores em formação. Sob a perspectiva de Michel Foucault sobre a análise do discurso, e textos acerca da escrita da história e da cultura escolar, principalmente os de Paul Veyne (1971) e Viñao Frago (1995), examina-se o livro "Leitura na Escola Primária: Guia para Normalistas e Professores de Curso Primário" (1966), de Juracy Silveira, e a obra "Alfabetização Natural" (1988) de Gilda Rizzo. As obras evidenciam que as professoras assumem posicionamentos opostos: Silveira ampara-se nos propósitos da Escola Nova, enquanto Rizzo adota a concepção construtivista elaborada por Jean Piaget. Contudo, os pressupostos escolanovistas e o ideário construtivista se aproximam pela necessidade de avaliar as condições das crianças para o aprendizado da leitura e da escrita, a partir dos saberes da psicologia. O que se alterou foram os instrumentos e os modos de nomear tais práticas pelos adeptos de uma ou outra concepção de ensino. Na década de 1980, diferentemente do ano 1966, os testes foram substituídos pela aplicação de avaliações diagnósticas, já que não se buscava mais pela identificação da maturidade para justificar a (in)capacidade da criança para aprender, mas sim pela verificação de seu nível de desenvolvimento cognitivo. Quanto à finalidade das propostas, podemos pensá-la em condições de confluência e distanciamento. Em ambos os casos, as especialistas visavam orientar os professores sobre como adequar o ensino para atender as crianças, comumente, pela articulação entre o desenvolvimento infantil e um conjunto de enunciados acerca da maturidade, do interesse da criança, de sua prontidão e do seu ritmo de aprendizado. Afastavam-se pelos efeitos discursivos produzidos em cada caso, pois, no primeiro, parecia aceitável concluir que algumas crianças não poderiam aprender; enquanto no segundo, divulgava-se a certeza de que todas tinham condições de aprendizagem. Desse modo, os enunciados acerca das recomendações das especialistas em educação sobre a idade certa para que as crianças fossem alfabetizadas não são/podem ser considerados estáveis, porque o próprio objeto *a criança em desenvolvimento* não se apresenta da mesma forma nos discursos examinados, mas se transforma com o próprio discurso ao longo do tempo. Eles também atravessam fronteiras discursivas disputadas e provisórias, sobre quem é a criança, como ela se desenvolve e como deve aprender a leitura e a escrita na escola. Motivo pelo qual este trabalho conclui que não existe a idade ideal para a alfabetização, mas a produção deste discurso, que, inserido numa temporalidade, pode assumir variações, repetições e transformações que são importantes de serem compreendidas.

[1] Produzida com o apoio da Coordenação de Aperfeiçoamento de Pessoal de Nível Superior - Brasil (CAPES) - Código de Financiamento 001. E compõe os estudos do eixo "Inovação e Tradição Pedagógicas: fugas e contrapontos", vinculado ao Projeto Saberes e Práticas em Fronteiras: por uma história transnacional da educação (1810-...), desenvolvido na Universidade de São Paulo (FAPESP - Processo: 2018/26699-4).

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*Keywords:* Cultural objects, child expression, rural school, teachers, Uruguay

**Teachers And Cultural Objects Traveling By Train Through Uruguay (1946-1957).**

**The Rolling School Exhibition And Its Material Conditions Of Circulation.**

*Maestras Y Objetos Culturales Viajando En Tren Por Uruguay (1946-1957). La Exposición Escolar Rodante Y Sus Condiciones Materiales De Circulación.*

Trinidad Iralde

Universidad de la República, Uruguay





### *Abstract (in English):*

The Rolling School Exhibition was an experience of cultural approach to the interior of the country that took place between the 1940s and 1950s in Uruguay. Although there is a book that includes part of what took place during the exposition (Pereira de Cuadrado, 2000), it is practically anonymous for the history of Uruguayan education. In the country, since the 1930s, there were some experiences with similar purposes linked to children's artistic expression (Ponce de León, 2019). In turn, during the same period, a ruralist pedagogy would take shape (Reisin, 2019) and in the 1940s, socio-pedagogical missions would be carried out (García Alonso & Scagliola, 2011). The exhibition arose within the framework of the Children's Expression Laboratory and was in charge of teachers Libia E. Abelenda Pazos and Ana Amalia Clulow. That institution was created by the National Council of Primary and Normal Education in 1946 and was also directed by Abelenda Pazos and Clulow. The experience approached through the carriages of a train drawings and other manual works produced by Uruguayan schoolchildren as well as children from Argentina, Brazil and China; puppet theater; film projections; exhibitions and book deliveries; lectures on children's plastic expression; music and poetry. The train traveled extensively throughout the country and, with greater or lesser difficulty, visitors were able to approach the wagons where the exhibition took place. At the end of the fifth stage (of seven), more than 140,000 people had passed through the exhibition. Among them: schoolchildren, high school students, teachers, authorities of the Teaching Council, normal students, neighbors, other local actors and even UNESCO delegates. Clulow and Abelenda Pazos, who could be characterized as «cultural producers» (Williams, 1981), were in charge of writing down each of the stages of the exhibition. Those texts were published in sections of the journal "Anales de Instrucción Primaria" and as pamphlets, also published by the Council of Primary and Normal Education. In them, ideas about artistic education and school work were circulated with the purpose of promoting expressive means and creation in children. These publications, which due to their material conditions of production could be conceived as «ephemeral» readings (Chartier, 2006), certainly functioned as something more than spaces for the dissemination of experiences. Their content was designed to train teachers based on a void identified by the teaching profession itself in terms of cultural training for children and adolescents. In this paper, based on the rescue of an administrative archive linked to the Children's Expression Laboratory, we will focus on the «tactics» (De Certeau, 2000) that these two teachers had to deploy in order to carry out the experience. Reconstructing the material conditions in which it was produced will allow us to recognize the institutional dynamics surrounding the exhibition and identify other actors who also made it possible.

### *Abstract (in Language of Presentation) :*

La Exposición Escolar Rodante fue una experiencia de acercamiento cultural al interior del país que tuvo lugar entre las décadas de 1940 y 1950 en Uruguay. Si bien contamos con un libro en el que se recoge parte de lo acontecido durante la exposición (Pereira de Cuadrado, 2000) aquella resulta prácticamente anónima para la historia de la educación uruguaya. En el país, ya desde la década de 1930, tuvieron lugar algunas experiencias con propósitos similares vinculadas a la expresión artística infantil (Ponce de León, 2019). A su vez, durante ese mismo período se iría configurando una pedagogía ruralista (Reisin, 2019) y sobre la década de 1940 se llevarían adelante las misiones socio-pedagógicas (García Alonso & Scagliola, 2011). La exposición surgió en el marco del Laboratorio de Expresión Infantil y estuvo a cargo de las maestras Libia E. Abelenda Pazos y Ana Amalia Clulow. Aquella institución fue creada por el Consejo Nacional de Enseñanza Primaria y Normal en el año 1946 y también fue dirigida por Abelenda Pazos y Clulow. La experiencia acercó mediante los vagones de un tren dibujos y otros trabajos manuales producidos por escolares uruguayos como también por niños de Argentina, Brasil y China; teatro de títeres; proyecciones de cine; exposiciones, y entregas, de libros; conferencias sobre la expresión plástica infantil; música y poesía. El tren viajó extensamente por el país y, con mayor o menor dificultad, los visitantes pudieron acercarse a los vagones donde acontecía la exhibición. Finalizada la quinta etapa (de siete) habían pasado por la exposición más de 140.000 personas. Entre ellas: escolares, liceales, maestros, autoridades del Consejo de Enseñanza, estudiantes normalistas, vecinos, otros actores locales y hasta delegados de la UNESCO. Clulow y Abelenda Pazos, que podríamos caracterizar como "productoras culturales" (Williams, 1981), se ocuparon de dejar por escrito cada una de las etapas de la exposición. Aquellos textos, fueron publicados en secciones de la revista "Anales de Instrucción Primaria" y como folletos, también editados por el Consejo Nacional de Enseñanza Primaria y Normal. En ellos, circularon ideas en torno a la educación artística y al trabajo escolar con el fin de potenciar los medios expresivos y la creación en los niños. Estas publicaciones, que por sus condiciones materiales de producción podrían ser concebidas como lecturas "efímeras" (Chartier, 2006), ciertamente funcionaron como algo más que espacios de difusión de experiencias. Su contenido fue proyectado para formar a los maestros a partir de un vacío identificado por el propio magisterio en torno a la formación cultural para niños y adolescentes. En esta ponencia, a partir del rescate de un archivo administrativo vinculado al Laboratorio de Expresión Infantil, nos detendremos en las "tácticas" (De Certeau, 2000) que tuvieron que desplegar estas dos maestras para poder llevar adelante la experiencia. Reconstruir las condiciones materiales en que aquella fue producida nos permitirá reconocer las dinámicas institucionales alrededor de la exposición e identificar a otros actores que también la hicieron posible.

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**Keywords:** Abílio César Borges, Circulation, Pedagogical Ideas, Pedagogical Materials, XIX Century.  
**Abílio César Borges and the Production of Pedagogical Materials for Brazilian Education  
In The XIX Century**

*Abílio César Borges e a Produção De Materiais Pedagógicos para a Educação Brasileira no Século XIX*

Laís Paula de Medeiros Campos Azevedo<sup>1,2</sup>, Olívia Moraes de Medeiros Neta<sup>1,2</sup>

<sup>1</sup>UNIVERSIDADE FEDERAL DO RIO GRANDE DO NORTE, Brazil; <sup>2</sup>INSTITUTO FEDERAL DE EDUCAÇÃO, CIÊNCIA E TECNOLOGIA DO RIO GRANDE DO NORTE, Brazil

*Abstract (in English):*

As stated by Houssaye (2007), we must conceive pedagogy from an international angle and recognize that pedagogues have always been great travelers, promoters of dialogues, exchanges, and borrowing of ideas. Pedagogical trips stand out as one of the strategies that enabled the approximation of modern and innovative pedagogical models. In this regard, the Brazilian educational historiography of the XIX century highlights the circulation of ideas and pedagogical models, books and pedagogical materials, which took place beyond local and national borders. In this sense, this article aims to investigate the performance of the Brazilian intellectual Abílio César Borges (1824-1891) and his contribution to the production and circulation of pedagogical materials in the second half of the XIX century. Abílio Borges was born in the hinterland of Bahia, attended the Faculty of Medicine, worked as a director of public instruction and founded schools in Bahia, Rio de Janeiro and Minas Gerais. He published several works intended for students and teachers, received the title of Baron Macahubas in 1881 and attended the International Pedagogical Conference held in Buenos Aires in 1882, as a representative of the Empire of Brazil. In order to develop this study, we follow the steps of the intellectual, seeking to understand his educational path, his professional performance and his contributions to the educational field in the period. To this end, based on Carlo Ginzburg's indicative method, we resorted mainly to the books of the intellectual and to hemerographic sources collected in Brazilian and Argentinian digital repositories. In the newspapers, we followed the signs of the trips made by Abílio Borges and the indications about the modern teaching instruments and devices bought and brought to Brazil. In the books published by the author, we seek to understand his pedagogical ideas and how these permeated the institutions he created and directed. Our theoretical repertoire is based, above all, on the contributions of Michel de Certeau and Jean-François Sirinelli, as well as Roger Chartier and Jean Houssaye. Abílio Borges made at least three trips to Europe, with destinations in England, Italy, France and Belgium. Among the goals of his trips, we can find the search for pedagogical innovations, since he knew about teaching methods, purchased materials and published his books. Accordingly, Abílio César Borges acquires relevance for the History of Brazilian Education, because of his trajectory as a school director and educator, producer of teaching materials and instruments, author of books and primers intended for primary and secondary school teachers and students. Concerned with circulating his ideas about education, he constantly donated his books to the various provinces of the country.

*Abstract (in Language of Presentation) :*

Conforme afirma Houssaye (2007) devemos conceber a pedagogia a partir de um ângulo internacional e reconhecer que os pedagogos foram sempre grandes viajantes, promotores de diálogos, intercâmbios e empréstimos das ideias. Destacam-se as viagens pedagógicas como uma das estratégias que possibilitava a aproximação de modelos pedagógicos modernos e inovadores. Sobre isto, a historiografia da educação brasileira do século XIX evidencia a circulação de ideias e de modelos pedagógicos, de livros e de materiais pedagógicos, que ocorriam para além das fronteiras locais e nacionais. Nesse sentido, este artigo tem como objetivo investigar a atuação do intelectual brasileiro Abílio César Borges (1824-1891) e a sua contribuição para a produção e circulação de materiais pedagógicos na segunda metade do século XIX. Abílio Borges nasceu no interior da Bahia, cursou a Faculdade de Medicina, atuou como diretor de instrução pública e fundou colégios na Bahia, Rio de Janeiro e Minas Gerais. Publicou diversas obras destinadas a alunos e professores, recebeu o título de Barão de Macahubas em 1881 e participou do Congresso Pedagógico Internacional realizado em Buenos Aires em 1882, como representante do Império do Brasil. Para a construção deste estudo, seguimos os passos do intelectual, buscando entender o seu percurso de formação, de sua atuação profissional e suas contribuições para o campo educacional no período. Nesse intuito, com base no método indiciário de Carlo Ginzburg, recorreremos, principalmente, aos livros do intelectual e a fontes hemerográficas coletadas em repositórios digitais brasileiros e argentinos. Nos jornais, seguimos os indícios das viagens realizadas por Abílio Borges e as indicações sobre os instrumentos e aparelhos modernos de ensino comprados e trazidos para o Brasil. Nos livros publicados pelo autor, buscamos compreender as suas ideias

pedagógicas e como estas permeavam as instituições que criou e dirigiu. Nosso repertório teórico, baseia-se, sobretudo, nas contribuições de Michel de Certeau e Jean François Sirinelli, além de Roger Chartier e Jean Houssaye. Abílio Borges realizou pelo menos três viagens para a Europa, com destino a Inglaterra, Itália, França e Bélgica. Entre os objetivos de suas viagens, estava a busca por inovações pedagógicas, por conhecer métodos de ensino, comprar materiais e publicar seus livros. Assim, Abílio César Borges adquire relevância para a História da Educação Brasileira, pela sua trajetória enquanto diretor de escolas e educador, produtor de materiais e instrumentos de ensino, autor de livros e cartilhas destinadas a professores e alunos do ensino primário e secundário. Preocupado em fazer circular suas ideias sobre a educação, realizava doações constantes de seus livros pelas diversas províncias do país.

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### **A7 08.1: School and Culture (3)**

*Session Chair:* **Maria José Lobato Rodrigues**, Universidade Estadual do Maranhão

*Keywords:* School archives, Preservation, Historical memory, CESJO, Congregation Poor Servants

#### **School Archives and Their Importance for the History of Education**

*Os Arquivos Escolares e Sua Importância Para a História da Educação*

**Maria José Lobato Rodrigues**

Universidade Federal de São Carlos (UFSCar-Brasil)

#### *Abstract (in English):*

This article emerged from studies carried out on the use and handling of documentary sources, during the doctoral research on school institutions, which aimed to build a theoretical and methodological framework capable of dialoguing with the socio-educational practices developed within the Centro Educacional São José Operário (CESJO), a basic education school created in 1988, in the neighborhood Cidade Operária, in São Luís, by the Poor Servants of Divine Providence, an Italian Congregation that arrived in Maranhão in 1983. We present as a general objective to analyze the factors that interfere in the preservation of archival school documents and, consequently, make difficult the historiographical reports about these institutions. Specifically, we seek to contribute to the discussions on the handling and use of documentary sources from school institutions within the studies of the history of education, based on the experience undergo with the organization of the Rino Corradini Institutional Historical Archive (AHIRC) carried out during the year 2016. The inventorying, cleaning, cataloging and accommodation of the collection aimed to contribute to the preservation of the history of the congregation in the state and consequently of the São José Operário Educational Center (CESJO). Methodologically, sighting to know the studies on school institutions and the preservation, use and handling of their sources, we carried out a bibliographic survey, in which we consider that the authors Saviani (2000), Nunes; Carvalho (2005), Orso (2013), Furtado (2011) among others, contributed to the construction of a theoretical framework on the subject. Still, we made use of the scholastic documents present in the archive of the aforementioned congregation. We conclude that the absence or little interest of the authorities in preserving the school documents generated throughout its history, represents a significant obstacle to the studies of educational institutions, since historiography notably uses, to a large extent, these documents to reconstitute the facts and actions of subjects within the educational process in a given time and space. The political role of universities and public managers in preserving the memory of school institutions displays itself as fundamental, whereas they have the legal instruments that can be made available in the creation of partnerships and agreements for the inventory, cleaning, cataloging and accommodation of school archival documents.

#### *Abstract (in Language of Presentation) :*

Este artigo emergiu dos estudos realizados sobre o uso e manuseio das fontes documentais, durante a pesquisa doutoral

sobre as instituições escolares, o qual teve por fim a construção de um arcabouço teórico e metodológico capaz de dialogar com as práticas socioeducativas desenvolvidas dentro do Centro Educacional São José Operário (CESJO), escola de educação básica criada em 1988, no Bairro da Cidade Operária, em São Luís, pelos Pobres Servos da Divina Providência, Congregação italiana que chegou ao Maranhão em 1983. Apresentamos como objetivo geral analisar os fatores que interferem na preservação dos documentos escolares arquivísticos e conseqüentemente dificultam os relatos historiográficos sobre essas instituições. Especificamente buscamos contribuir com as discussões sobre o manuseio e uso de fontes documentais oriundas das instituições escolares dentro dos estudos da história da educação, a partir da experiência vivenciada com a organização do Arquivo Histórico Institucional Rino Corradini (AHIRC) realizado durante o ano de 2016. O trabalho de inventariação, higienização, catalogação e acomodação do acervo teve por fim contribuir para a preservação da história da congregação no estado e conseqüentemente do Centro educacional São José Operário (CESJO). Metodologicamente, visando conhecer os estudos sobre as instituições escolares e a preservação, uso e manuseio de suas fontes, realizamos um levantamento bibliográfico, no qual consideramos que os autores Saviani (2000), Nunes; Carvalho (2005), Orso (2013), Furtado (2011) dentre outros, contribuíram para a construção de um marco teórico sobre o tema. Ainda, fizemos uso dos documentos escolares presentes no arquivo da referida congregação. Concluímos que a ausência ou o pouco interesse das autoridades em preservar os documentos escolares gerados ao longo de sua história, representa um significativo entrave aos estudos das instituições educacionais, uma vez que a historiografia notadamente se utiliza, em grande parte, destes documentos para reconstituir os fatos e as ações dos sujeitos dentro do processo educacional em determinado tempo e espaço. O papel político das universidades e dos gestores públicos na preservação da memória das instituições escolares se revela fundamental, à medida que possuem os instrumentos legais que podem ser disponibilizados na criação de parcerias e convênios para inventariação, higienização, catalogação e acomodação dos documentos arquivísticos escolares.

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*Keywords:* Drawing, Escola Portuguesa, Education, Portuguese Elementary School

**Drawing during Estado Novo: perspectives from the weekly newspaper *Escola Portuguesa*.**

*O Desenho durante o Estado Novo: perspectivas do jornal semanal *Escola Portuguesa**

Simone Martins dos Prazeres

Instituto Politécnico da Guarda, Portugal

*Abstract (in English):*

Our paper aims to verify discrepancies between official and real perspectives in Drawing at Portuguese Elementary School during Estado Novo. Through documentary research we analyzed legislation and 66 articles from the newspaper *Escola*



*Portuguesa*, a weekly school report from Official Primary Education, whose reading was mandatory for teachers, with pedagogic papers, circulars and official notices. We found out that Drawing integrated a hidden curriculum: without being an official subject, it was continuously addressed outside the law, revealing that it was an essential pedagogical practice with autonomous character.

*Abstract (in Language of Presentation) :*

O nosso artigo pretende verificar a discrepância entre as perspectivas oficiais e as perspectivas reais do Desenho no ensino primário português durante o Estado Novo. Para tal, recorreremos à pesquisa documental analisando a legislação em vigor e 66 artigos da revista *Escola Portuguesa*, boletim semanal do Ensino Primário Oficial, que se tornou de leitura obrigatória por parte dos professores da época: pois além dos artigos de carácter pedagógico que disponibilizava, as circulares e as notas oficiais do Ministério também eram divulgadas neste periódico. Com a nossa investigação averiguámos que o Desenho fazia parte de um currículo oculto, pois apesar de não ser uma disciplina oficial, continuou a ser abordada à margem da lei revelando ser uma prática pedagógica imprescindível e assumindo um carácter autónomo.

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*Keywords:* female teacher, television, image, affects, popular culture

### **Images of a Romantic Teacher on Television. The Case of Jacinta Pichimahuida (1960-1980)**

Ana Laura Abramowski<sup>1</sup>, María Silvia Serra<sup>2</sup>

<sup>1</sup>Universidad Nacional de General Sarmiento, Argentine Republic;

<sup>2</sup>Universidad Nacional de Rosario, Argentine Republic

Jacinta Pichimahuida is the name of an elementary school teacher, a character created by the writer, scriptwriter and screenwriter Abel Santa Cruz (1915-1995), widely recognized in Argentina for his participation in the development of the *telenovela* (soap opera) genre. Santa Cruz studied to be a teacher himself; he did so at the Normal School N° 2 in Buenos Aires, and he worked as a teacher between 1937 and 1947. The character of this female teacher appeared for the first time in a series of stories written by Santa Cruz and published in the *Patoruzú* magazine, and that later made up a book entitled *Cuentos de Jacinta Pichimahuida*, published in 1967. Later, Pichimahuida went on television. With different actresses in the leading role, the *telenovela*, called *Jacinta Pichimahuida la maestra que no se olvida*, was broadcast in 1966, in 1968 and between 1974 and 1975. Between 1983 and 1985 it was reedited under the name of *Señorita Maestra*. In addition, the story was published in photo-novel format (1975), a movie called *Jacinta Pichimahuida se enamora* was

shot (1977), and it was brought to the theater (1984). Also, under the name of *Carrusel* and with the participation of Santa Cruz himself in the script, the story was adapted in Mexico (1989) and in Brazil (2012), with successive versions being broadcast in much of Latin America (Soares Valentim, 2016).

With strong roots in the collective imaginary and in school memories (Yanes–Cabrera et al., 2017), Jacinta Pichimahuida transcended as the model of the loving and beautiful teacher, with benevolent expression and soft manners, devoted entirely to educational work. In this presentation, within the framework of a general reflection on the role of visual technologies in the history of education (Allender et al., 2021), we are going to investigate a series of topics. On the one hand, we are interested in the mechanisms of creation of this character, from the perspective of the interplay and translations between literature, television and cinema. What nuances (additions, omissions, drifts) did the teacher’s character take when she left the paper and became a television image? How much of her transcendence and fixation on memory correspond to the power of the images and their affective charge (García, 2016)? How much of the success had to do with her adherence to the codes of popular culture? On the other hand, it is important analyze the peculiarity of the Jacinta Pichimahuida’s “romantic tone” (Ngai, 2007): to what extent was the romantic trail of this female teacher nourished by the sentimental narrative typical of the telenovela genre (Monsiváis, 2006)? How much of this loving tone was due to the traditions of the Argentine magisterium (Abramowski, 2020)? Finally, we are going to place this model of teacher created by the mass media in the context of its emergence (the 1960s) to propose an analysis hypothesis that allows us to compare the television product with the remnants of normalism, the pedagogical models in dispute at the time, and the cultural transformations that took place.

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*Keywords:* The New School, Pedagogical Discourse, Teachers, Teacher Training

### **Teachers in the discourse of The New School in Brazil**

*Os professores no discurso da Escola Nova brasileira*

Lara Chaud Palacios Marin

Universidade de São Paulo, Brazil

### *Abstract (in English):*

This proposal is articulated around the ambiguity of the teacher’s professional representation: on one hand, teachers are seen as a fundamental figure in the education of children and teenagers, in order to demand specific training for the different actions they have in the classroom. On the other hand, the knowledge developed during the teaching profession is not usually valued in most social areas, including the pedagogical discourse itself. Such ambiguity makes teachers responsible and blamed for the problems of Education. Their training is considered inefficient, their practices are questioned and their performance is put in check through pedagogical novelties, which are often from different areas of knowledge. Because it is considered an essential element for the improvement of teaching and for the advancement of society, since the school is considered as the institution responsible for social regeneration, teachers are the target of criticism and rarely of professional recognition. Historically, it is clear that part of the emergence of these discourses concerns the epistemology of science in contrast to that of experiences, which has its turn in the 19th century and gains expression at the turn of the 20th century with Modern Pedagogy, more specifically with the advent of The New School and the incursion of Psychology and the scientific thought in the educational field. In Brazil, this turn is represented in the republican period of the Vargas Era (1930-1945) and has the Manifesto dos Pioneiros da Educação Nova, from 1932, as a landmark in the historiography of Brazilian education.

Supported by the studies on teaching work by Nóvoa (1999) and Tardif (2000), the discursive ambiguity about teachers

and this Brazilian historical landmark, this work investigates what The New School idealizers said about teachers and what remained or changed in this discourse in the following years. Viewed as a pedagogical object, the discourse is analyzed under the Foucault's perspective from three works that represent The New School movement: the Manifesto dos Pioneiros da Educação Nova, from 1932; the Manifesto dos Educadores: mais uma vez convocados, from 1959; and *Mestres de amanhã*, a speech from Anísio Teixeira (1900-1971) - one of the important signatories of the Manifestos - in 1963. From the collection and series of a large number of The New School utterances present in these materials, its discursive surface is investigated, identifying the criteria pointed out by The New School scholars for teacher training and their conception of how teachers should be for that new education, in order to identify the same system of formation of The New School discourse on teachers. As a result, the work shows The New School conception of education as an instrument of progress, professional valorization of teachers and the logic of (dis)qualification of teacher training. Through this analysis, we intend to contribute to the observation of the discursiveness of science, psychology and politics in the educational field, offering elements so that parallels can be traced with the current reality of teaching and to evaluate the impact of this discourse on the teaching profession.

*Abstract (in Language of Presentation) :*

Esta proposta articula-se em torno da ambiguidade da representação profissional docente: por um lado, o professor é visto como uma figura fundamental na educação das crianças e dos jovens, de modo a demandar formações específicas para as diversas atuações que tem em sala de aula. Por outro lado, os saberes desenvolvidos ao longo da profissão docente não costumam ser valorizados nas mais diversas áreas sociais, dentre elas o próprio discurso pedagógico. Tal ambiguidade faz com que o professor seja responsabilizado e culpabilizado pelos problemas da Educação. Sua formação é considerada ineficiente, suas práticas são questionadas e sua atuação é colocada em xeque em meio às novidades pedagógicas, que são, muitas vezes, vindas de outras áreas do conhecimento. Por ser considerado elemento essencial para a melhoria do ensino e para o avanço da sociedade, já que se considera a escola como a instituição responsável pela regeneração social, o professor é alvo de críticas e raramente de reconhecimento profissional. Historicamente, percebe-se que parte da emergência desses discursos diz respeito à epistemologia da ciência em contraposição à das experiências, que tem sua virada no século XIX e ganha expressividade na passagem do século XX com a Pedagogia Moderna, mais especificamente com o advento da Escola Nova e a incursão da Psicologia e do pensamento científico no campo educacional. No Brasil, essa virada é representada no período republicano da Era Vargas (1930-1945) e tem como marco na historiografia da educação brasileira o Manifesto dos Pioneiros da Educação Nova, de 1932.

Amparado nos estudos de Nóvoa (1999) e Tardif (2000) sobre o trabalho docente e tendo em vista a ambiguidade discursiva sobre o professor e esse marco histórico brasileiro, este trabalho investiga o que os escolanovistas diziam a respeito dos professores e o que se manteve ou se modificou nesse discurso nos anos seguintes. Encarado como objeto pedagógico, o discurso é analisado sob a perspectiva foucaultiana a partir de três obras que representam o movimento escolanovista: o Manifesto dos Pioneiros da Educação Nova, de 1932; o Manifesto dos Educadores: mais uma vez convocados, de 1959; e *Mestres de amanhã*, discurso proferido por Anísio Teixeira (1900-1971) - um dos signatários importantes dos Manifestos - em 1963. A partir da coleta e da seriação de um grande número de enunciados escolanovistas presentes nesses materiais, investiga-se a superfície discursiva desses enunciados, identificando os critérios apontados pelos escolanovistas para a formação docente e sua concepção de como deveria ser o professor para aquela educação nova, a fim de identificar um mesmo sistema de formação do discurso da Escola Nova sobre os professores. Como resultado, o trabalho mostra a concepção escolanovista da educação como instrumento de progresso, da valorização profissional dos professores e da lógica da (des)qualificação da formação docente. Por meio dessa análise, pretende-se contribuir para a observação da discursividade da ciência, da Psicologia e da política no campo educacional, oferecendo elementos para que se possa fazer paralelos com a realidade atual de ensino e avaliar o impacto desse discurso na profissão docente.

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