

International Standing Conference for the History of Education

ISCHE 35

Education and Power: Historical Perspectives

Session Program

Riga

August 21 – 24, 2013

USEFUL INFORMATION

!!! For security reasons, please always wear badges during the conference !!!

Internet access in the University of Latvia, Raiņa bulv.19:

Login: **Wlan01**

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Wireless Network – LU-WIFI – Internet Browser (e.g. Mozilla Firefox, Internet Explorer)

PROGRAMME AT A GLANCE

Wednesday, August 21

<i>Time</i>	<i>Event</i>	<i>Location</i>
13:00 – 17:00	Registration	University of Latvia, Raiņa bulvāris 19 (city center) Hall

16:00 – 17:00	Meeting of the Reading Primers Special Interest Group	Room 240
17:00 – 17:30	Opening Session	Aula Magna
17:30 – 18:30	Keynote <i>The Endless Task of Demythologizing the Educational Past - 2: An Attempt to Assess the "Power of Education" in the Congo (DRC) with a Nod to the History of Interwar Pedagogy in Catholic Flanders</i> Marc Depaepe (with the cooperation of Karen Hulstaert), University of Leuven, Belgium	Aula Magna
18:40 – 20:00	Welcome Reception	Latvian National Opera House, Aspazijas bulv. 3 (in front of U of Latvia)

Thursday, August 22

<i>Time</i>	<i>Event</i>	<i>Location</i>
08:00 – 9:00	Registration	U of Latvia, Raiņa bulv. 19 Hall
09:00 – 10:30	Session 1	Rooms 12, 13, 14, 16, 18, 19, 21, 30
10:30 – 11:00	Coffee Break	Hallways

11:00 – 12:30	Session 2	Rooms 12, 13, 14, 16, 18, 19, 21, 30
12:35 – 13:35	Keynote <i>Education History and Policymaking in the United States</i> Maris A. Vinovskis , University of Michigan, USA	Aula Magna
13:35 – 14:30	Lunch	Canteen (lower level)
	Doctoral Student Lunch	Please take your lunch box and follow the signs
14:30 – 16:00	Session 3	Rooms 12, 13, 14, 16, 18, 19, 21, 30
16:00 – 16:30	Coffee Break	Hallways
16:30 – 18:00	Session 4	Rooms 12, 13, 14, 16, 18, 19, 21, 30
18:05 – 19:00	Presentation of the book <i>History of Pedagogy and Educational Sciences in the Baltic Countries from 1940 to 1990: an Overview</i> by Baltic Association of Historians of Pedagogy	Aula Magna
19:30 – 21:00	Reception in the Museum of the History of Riga	Entrance from Riga Dom Cathedral Herdera lauk. 6 (Old Town)

Friday, August 23

<i>Time</i>	<i>Event</i>	<i>Location</i>
ISCHE 35	Session 1	U of Latvia, Raiņa bulv. 19 Rooms 12, 13, 14, 16, 18, 19, 21, 30
10:30 – 11:00	Coffee Break	Hallways

11:00 – 12:30	ISCHE General Assembly	Aula Magna
12:35 – 13:35	Keynote <i>Governed and / or Schooled</i> (in Spanish, English text available) Alberto Martinez Boom , National University of Pedagogy, Columbia	Aula Magna
13:35 – 14:30	Lunch	Canteen (lower level) Please take your lunch box and follow the signs
	Affiliated Society Lunch (Participants – representatives of national societies of history of education)	
14:30 – 16:00	Session 6	Rooms 12, 13, 14, 16, 18, 19, 21, 30
16:00 – 16:30	Coffee Break	Hallways
16:30 – 18:00	Session 7	Rooms 12, 16, 13, 14, 30, 18, 19
20:00 – ...	Conference Barbecue-Dinner in The Ethnographic Open-Air Museum of Latvia (Registration for Dinner is closed)	Brīvības gatve 440 At 23:00 two conference buses will return to the city center
	Public transportation to Conference Barbecue-Dinner: city bus 1, 19, 28; minibus line 218 to stop <i>Brīvības muzejs</i> ; <i>Ekspress Ādaži</i> bus lines 6821, 6822, 6824 to stop <i>Jugla</i> tram 6 (walkway ~2km) Taxi: Baltic Taxi +371 20008500 (from City Center to Open Air Museum – approx. 11 LVL = 16 EUR)	

Saturday, August 24

<i>Time</i>	<i>Event</i>	<i>Location</i>
09:00 – 10:30	Session 8	U of Latvia, Raiņa bulv. 19 Rooms 12, 19, 21, 16, 13, 18
10:30 – 11:00	Coffee Break	Hallways
11:00 – 12:00	Keynote <i>Position of Power: Contribution to Awakening. Paid Price and Positive Deeds</i> Tatjana Koķe , University of Latvia	Aula Magna
12:00 – 12:30	Closing Session	Aula Magna
12:35 – 13:30	Lunch	Canteen (lower level)
14:00 – approx. 18:00	Excursion to Jurmala (Registration for Excursion is closed)	Meeting point: buses with ISCHE logo next to U of Latvia (buses go to Jurmala and back to the university)

Thursday, 22 August 2013

Session 1 (9.00-10.30)

Chair **PIETER VERSTRAETE, University of Leuven, Belgium**

Room 12

Beato	Carlos	<i>Ministry of Education</i>	<i>Portugal</i>	LE DIFFICILE CHEMIN DES REFORMES: UNE APPROCHE AUX PREMIERES PROPOSITIONS OFFICIELLES DE REFORMES LIBERALES DE L'INSTRUCTION PUBLIQUE AU PORTUGAL (1833-1836) THE DIFFICULT PATH OF THE REFORMS: AN APPROACH TO THE FIRST OFFICIAL PROPOSALS OF LIBERAL REFORMS OF PUBLIC INSTRUCTION IN PORTUGAL (1833-1836)	<i>French</i>
Dessardo	Andrea	<i>LUMSA University, Rome</i>	<i>Italy</i>	AB INIMICIS SALUS? THE DEBATE ABOUT THE SCHOOL REFORMATION IN ITALY AFTER WORLD WAR I, LOOKING AT THE FORMER AUSTRIAN SCHOOLS OF TRIESTE AND TRENTO	<i>English</i>
Goettlicher	Wilfried	<i>Institut für Bildungswissenschaft der Universität Wien</i>	<i>Austria</i>	„SCHULE - MACHT – ZUKUNFT“ – PEDAGOGIC AMBITIONS, DESIRABLE BLUEPRINTS OF FUTURE AND POLITICAL ADAPTION IN THE DISCOURSE ON THE REFORM OF RURAL SCHOOLS IN AUSTRIA, 1922-1952	<i>English</i>

Chair **ANDREAS ÅKERLUND, University of Uppsala, Sweden**

Room 13

Grafl	Florian	<i>University of Giessen</i>	<i>Germany</i>	WISSEN IST MACHT - DER KAMPF UM DAS SCHULSYSTEM IN KATALONIEN VOR DEM SPANISCHEN BÜRGERKRIEG KNOWLEDGE IS POWER - THE BATTLE FOR THE SCHOOL SYSTEM IN CATALONIA BEFORE THE SPANISH CIVIL WAR	<i>German</i>
Ozola	Iveta	<i>University of Latvia</i>	<i>Latvia</i>	IDEOLOGISCHE WENDE IN DER ENTWICKLUNG DER PÄDAGOGIK ALS WISSENSCHAFT AM BEISPIEL VON LETTLAND IN DEN 40ER JAHREN DES 20. JAHRHUNDERTS IDEOLOGICAL TURN IN THE DEVELOPMENT OF EDUCATIONAL SCIENCES: CASE OF LATVIA IN THE 1940s	<i>German</i>

Chair WHITEHEAD KAY, Flinders University, Australia
Room 14

Dekker Dekker	Marieke Jeroen	<i>University of Groningen</i>	<i>The Netherlands</i>	IN SEARCH OF THE CHILD'S VIEW ON CHILD PROTECTION: THE NETHERLANDS AFTER THE SECOND WORLD WAR	<i>English</i>
Polyák	Petra	<i>Archive, University of Pécs</i>	<i>Hungary</i>	DIE ROLLE DER BERUFUNG IN DER UNGARISCHEN LEHRERBILDUNG FÜR DIE GRUNDSCHULE IN DEN 1950- ER JAHREN / CREATING THE SENSE OF VOCATION IN PRIMARY SCHOOL TEACHER TRAINING IN HUNGARY AT THE BEGINNING OF THE 1950s	<i>German</i>
Jekayinfa	Alice Arinlade	<i>University of Ilorin, Ilorin, Kwara State</i>	<i>Nigeria</i>	HISTORICAL ANALYSIS OF NIGERIA EDUCATION DURING THE MILITARY RULE, 1966-1983	<i>English</i>

Chair ADELINA ARRENDONDO, Universidad Autonoma del Estado de Morelos, Mexico
Room 16

Vacharoglou Bounovas	Efstratios Yannis	<i>Faculty of Philosophy, Aristotle University of Thessaloniki</i>	<i>Greece</i>	"CONCERNING THE DEBTS OF MALE AND FEMALE TEACHERS": EXPECTATIONS AND REQUIREMENTS OF THE STATE IN THE ROLE OF TEACHERS IN GREECE IN THE 19TH CENTURY.	<i>English</i>
Gonçalves Neto Carvalho Carvalho	Wenceslau Carlos Henrique Luciana Beatriz Oliveira Bar.	<i>University of Uberaba</i>	<i>Brazil</i>	CULTURA ESCOLAR Y RELACIONES DE PODER EN LA FORMACIÓN DE DOCENTES EN BRASIL: LA ESCUELA DE FORMACIÓN DE PROFESORES PRIMARIOS DE MONTES CLAROS (1888-1903) SCHOOL CULTURE AND POWER RELATIONS IN TEACHER EDUCATION IN BRAZIL: THE ELEMENTARY TEACHER EDUCATION SCHOOL OF MONTES CLAROS (1888-1903)	<i>Spanish</i>
Ortega Castillo Sanchidrián Blanco	Fátima Carmen	<i>University of Málaga</i>	<i>Spain</i>	EL FIN DE UN SUEÑO. PRIMEROS RESULTADOS SOBRE LA DEPURACIÓN FRANQUISTA DEL PROFESORADO FEMENINO (ESCUELAS NORMALES, ESPAÑA, 1931-1942) THE END OF A DREAM. FIRST RESULTS OF FRANCO'S DEBUGGING OF FEMALE TEACHERS (TEACHER TRAINING COLLEGES, SPAIN, 1931-1942)	<i>Spanish</i>

Chair THIAGO AGUIAR, UNIMEP, Brazil**Room 18**

Collelldemont	Eulàlia	<i>Universitat de VIC</i>	<i>Spain (Catalonia)</i>	LA REFERENCIALIDAD EDUCATIVA EN LOS MAPAS URBANOS DURANTE LA PRIMERA MITAD DEL SIGLO XX (1900-1939): ANÁLISIS DE LA REPRESENTACIÓN DE LOS PODERES POLÍTICOS, PEDAGÓGICOS Y MATERIALES EDUCATIONAL REFERENCES ON THE URBAN MAPS DURING THE FIRST HALF OF THE TWENTIETH-CENTURY (1900-1939): ANALYSIS OF THE REPRESENTATIONS OF THE POLITICAL, PEDAGOGICAL AND MATERIAL POWERS	<i>Spanish</i>
Grosvenor Macnab	Ian Natasha	<i>University of Birmingham</i>	<i>UK</i>	EDUCATION, DOCUMENTARY PHOTOGRAPHY AND DIRECT COMMUNITY ACTION IN POST WAR BRITAIN	<i>English</i>

Panel: THE DISEMPOWERMENT OF TEACHERS: HISTORICAL ANALYSES OF A CONTEMPORARY TREND**Chair NOAH SOBE, Loyola University Chicago, USA****Room 19**

Caruso	Marcelo	<i>Humboldt University, Berlin</i>	<i>Germany</i>	PERFORMING TEACHING EXPERTISE AND DISEMPOWERING ELEMENTARY TEACHERS IN LATE ENLIGHTENMENT SPAIN	<i>English</i>
Reh	Sabine	<i>Humboldt University, Berlin</i>	<i>Germany</i>	POWER AND DISEMPOWERMENT IN GERMAN EXPERIMENTAL SCHOOLS – POLITICIZATION, PARENTAL DEMANDS AND TEACHER REACTIONS IN THE EARLY 20TH CENTURY	<i>English</i>
Smaller	Harry	<i>York University</i>	<i>Canada</i>	THE TEACHER EMPOWERMENT/DISEMPOWERMENT DEBATE: REFLECTIONS ON THE PAST THIRTY YEARS	<i>English</i>

Panel: EDUCATION AND POWER: THE EXPERIMENTAL AND COMMUNITY SCHOOLS IN HAMBURG (1919-1933)

Chair FRANK SIMON, Ghent University, Belgium

Room 21

Mayer	Christine	<i>Universität Hamburg</i>	<i>Germany</i>	THE EXPERIMENTAL AND COMMUNITY SCHOOLS IN HAMBURG (1919-1933) AND THE POWER OF PEDAGOGICAL IDEAS	<i>English</i>
Del Pozo Andrés	María del Mar	<i>University of Alcalá</i>	<i>Spain</i>	POWER, COMMUNITY AND THE MYTH OF THE IDEAL SCHOOL: CIRCULATION AND APPROPRIATION OF THE HAMBURG SCHOOL REFORM IN THE SOUTHERN COUNTRIES	<i>English</i>
Braster	Sjaak	<i>Erasmus University Rotterdam</i>	<i>The Netherlands</i>	HOW POWERFUL ARE NEW EDUCATIONAL IDEAS? THE IMPACT OF THE HAMBURG SCHOOL EXPERIENCES ON THE DUTCH EDUCATIONAL SYSTEM: 1919-1933	<i>English</i>

Standing Working Group: PENSEE CRITIQUE DES ENSEIGNANTS/ TEACHERS CRITICAL THINKING

Chair ANDRÉ ROBERT, Lumière Lyon 2, France

Room 30

Mole	Frédéric	<i>Université Jean Monnet, Saint-Etienne /Archives Institut JJ Rousseau, Université de Genève</i>	<i>France</i>	LA PLACE DU PACIFISME DANS LA CONSTITUTION D'UNE PÉDAGOGIE CRITIQUE DANS L'ENTRE-DEUX-GUERRES THE ROLE OF PACIFISM IN THE DEVELOPMENT OF A CRITICAL PEDAGOGY IN THE INTERWAR PERIOD	<i>French</i>
Monin	Noëlle	<i>Université Claude Bernard Lyon1</i>	<i>France</i>	LES ECOLES NOUVELLES, 1970, 1990: UNE CONTRE REVOLUTION DANS LES CLASSIQUES DE L'ECOLE ? THE NEW SCHOOLS, 1970, 1990: A REVOLUTION AGAINST THE CLASSICAL SCHOOL?	<i>French</i>
Papadouris	Panagiotis	<i>University of Patras</i>	<i>Greece</i>	EDUCATIONAL DISCOURSE AND CRITICAL THINKING: THE CASE OF THE GREEK TEACHERS DURING THE FIRST POSTWAR PERIOD (1946-1967)	<i>English</i>
Kerlan	Alain	<i>Université Lumières Lyon2</i>	<i>France</i>	LA « CRITIQUE ARTISTE » EN EDUCATION. ELEMENTS D'UNE GENEALOGIE «ARTIST CRITICISM» THROUGH EDUCATION. ELEMENTS OF A GENEALOGY	<i>French</i>

Thursday, 22 August 2013

Session 2 (11:00-12:30)

Chair PATRICK BÜHLER, Pädagogische Hochschule FHNW, Switzerland

Room 12

Geissler	Gert	<i>German Institute for International Educational Research (DIPF)</i>	<i>Germany</i>	ZUM VERHÄLTNIS VON PARTEI- UND STAATSMACHT IM SCHULWESEN DER DDR / ABOUT POWER RELATIONS OF THE PARTY AND THE STATE WITHIN THE SCHOOL SYSTEM OF THE GDR	<i>German</i>
Kruze	Aida	<i>University of Latvia</i>	<i>Latvia</i>	ERZIEHUNGSWISSENSCHAFTLICHE FORSCHUNG IN LETTLAND UNTER DER SOWJETMACHT (1945 – 1990) PEDAGOGY RESEARCH IN LATVIA UNDER THE SOVIET RULE (1945 – 1990)	<i>German</i>
Åkerlund	Andreas	<i>Department of History, Uppsala University</i>	<i>Sweden</i>	FOREIGN POLICY AND EDUCATION. THE IMPACT OF STATE GRANTS FOR FOREIGNERS ON SWEDISH HIGHER EDUCATION AND RESEARCH DURING THE COLD WAR	<i>English</i>

Chair HAMEL THÉRÈSE, University Laval, Canada

Room 16

Sani	Filippo	<i>University of Sassari</i>	<i>Italy</i>	LITTÉRATURE ROSE ET ÉDUCATION FÉMININE EN ITALIE DANS LA PREMIÈRE MOITIÉ DU XXÈME SIÈCLE ROMANCE NOVELS AND FEMALE EDUCATION IN ITALY IN THE EARLY 20TH CENTURY	<i>French</i>
Ungureanu	Ioana	<i>Université de Rouen et Université de Picardie, Laboratoire CAREF</i>	<i>France</i>	LE POUVOIR DU LECTEUR DANS LA RÉCEPTION DE L'ŒUVRE PÉDAGOGIQUE DE COMENIUS. POUR UNE THÉORIE DE LA RÉCEPTION EN ÉDUCATION THE POWER OF THE READER IN THE RECEPTION OF PEDAGOGICAL WORKS OF COMENIUS. FOR A THEORY OF RECEPTION IN EDUCATION	<i>French</i>

Chair NOAH SOBE, Loyola University Chicago, USA**Room 13**

Wright	Susannah	<i>Oxford Brookes University</i>	<i>UK</i>	SAVING THE BIRMINGHAM SLUM-CHILD 1890-1910	<i>English</i>
Vehkalahti	Kaisa	<i>Finnish Youth Research Society</i>	<i>Finland</i>	POWER AND EMOTIONS: ENCOUNTERS BETWEEN CHILD WELFARE PROFESSIONALS AND THEIR TEEN-AGE CLIENTS IN POST-WAR FINLAND, 1945–1969.	<i>English</i>
Apanel	Danuta	<i>The Pomeranian University in Słupsk</i>	<i>Poland</i>	DISABLED STUDENTS WITHIN THE POLISH SYSTEM OF EDUCATION AFTER THE CHANGES TO THE POLITICAL CLIME IN POLAND	<i>French</i>

Chair RONALD BUCHART, University of Georgia, USA**Room 14**

Šuštar	Branko	<i>Slovenian School Museum</i>	<i>Slovenia</i>	SCHOOLING OF INTELLECTUAL CLASSES IN THE SOUTH OF HABSBURG EMIPRE AND SLOVENIAN NATIONAL DEVELOPMENT BEFORE WW1	<i>English</i>
Akgül	Başak	<i>Ataturk Institute for Modern Turkish History, Boğaziçi University</i>	<i>Turkey</i>	DEBATES ON RURAL EDUCATION IN THE LATE OTTOMAN ERA (1912-1918)	<i>English</i>
Maliszewski	Tomasz	<i>The Pomeranian University in Słupsk</i>	<i>Poland</i>	"STUDY SO THAT YOU DO NOT BECOME A WORKHORSE BUT A CONSCIOUS CREATOR OF NEW LIFE!". EDUCATIONAL ROADS TO EMANCIPATION OF PEASANTRY IN POLAND DURING THE PERIOD BETWEEN THE TWO WORLD WARS	<i>English</i>

Chair ANJA HEIKKINEN, University of Tampere, Finland**Room 18**

Priem Thyssen	Karin Geert	<i>University of Luxembourg</i>	<i>Luxembourg</i>	BRAINS, MONEY AND POWER IN EDUCATION: INDUSTRIES OF REFORM AND ENTREPRENEURIAL-INTELLECTUAL NETWORKS	<i>English</i>
Manz Voelgyi	Karin Marcella	<i>University of Zurich, Institute of Education</i>	<i>Switzerland</i>	THE POWER OF ACTORS IN SWISS SCHOOL REFORMS: PARTICIPATION AND INFLUENCE IN A HISTORICAL PERSPECTIVE	<i>English</i>
Westberg	Johannes	<i>Department of Education</i>	<i>Sweden</i>	WHEN THE MERCHANTS CAME TO POWER: SCHOOLING AND THE CHANGING RULES OF LOCAL POLITICS IN SWEDEN, 1840-1900	<i>English</i>
Ošeniece	Gunta	<i>Latvian Culture Academy, University of Latvia</i>	<i>Latvia</i>	THE RELATIONSHIP OF EDUCATION AND POWER IN ANCIENT INDIA	<i>English</i>

Panel: CRITICAL DISABILITY HISTORY AND SCHOOLING**Chair KATE ROUSMANIERE, Miami University, Ohio, USA****Room 19**

Verstraete	Pieter	<i>Center for the History of Education, KU Leuven</i>	<i>Belgium</i>	IN THE SHADOW OF DISABILITY: RECONNECTING HISTORY, IDENTITY AND POLITICS	<i>English</i>
Osgood	Robert	<i>St. Norbert College</i>	<i>USA</i>	POWER, IDENTITY, AND DISABILITY IN TEACHER EDUCATION: DEFINING BOUNDARIES BETWEEN GENERAL EDUCATION AND SPECIAL EDUCATION IN PREPARING TEACHERS IN THE UNITED STATES	<i>English</i>
Ellis	Jason	<i>Wilfrid Laurier University</i>	<i>Canada</i>	WILFRID LAURIER UNIVERSITY-BRANTFORD, ONTARIO, CANADA "SPECIAL EDUCATION AND CHANGE"	<i>English</i>

Panel: EDUCATION AND POWER: THE EXPERIMENTAL AND COMMUNITY SCHOOLS IN HAMBURG (1919-1933) – continued

Chair FRANK SIMON, Ghent University, Belgium

Room 21

Grunder	Hans-Ulrich	<i>Universität Basel</i>	<i>Switzerland</i>	KÄMPFEN GEGEN WINDMÜHLEN UND REALE MÄCHTE: WILLIAM LOTTIG'S TAGEBUCH (1919-1921) ALS AUSDRUCK DER POLITISCHEN, PÄDAGOGISCHEN UND SCHULINTERNEN MACHVERHÄLTNISSE IN EINER HAMBURGER GEMEINSCHAFTSSCHULE ZU BEGINN DER 1920ER JAHRE FIGHTING AGAINST WINDMILLS: WILLIAM LOTTIG'S DIARY (1919-1921) AS AN EXPRESSION OF POLITICAL, PEDAGOGICAL AND SCHOOL-RELATED DISTRIBUTION OF POWER IN AN EXPERIMENTAL AND COMMUNITY SCHOOL IN HAMBURG AT THE BEGINNING OF THE TWENTIES	<i>German</i>
Roith	Christian	<i>Universidad de Almería</i>	<i>Spain</i>	ALTERATION THROUGH TRANSLATION: THE SPREADING OF A STUDY ON THE EXPERIMENTAL SCHOOLS IN HAMBURG (1919 – 1933) IN THE 1970s	<i>English</i>

Standing Working Group: PENSEE CRITIQUE DES ENSEIGNANTS/ TEACHERS CRITICAL THINKING

Chair ANDRÉ ROBERT, Lumière Lyon 2, France

Room 30

Riondet	Xavier	<i>Université de Lorraine</i>	<i>France</i>	LE CORPS COMME POSSIBILITE D'UNE PENSEE CRITIQUE. REFLEXIONS SUR LE MODE DE VIE NATURISTE DES FREINET THE BODY AS CRITICAL THINKING ABILITY. REFLECTIONS ON THE FREINET'S NATURIST LIFESTYLE	<i>French</i>
Robène	Luc	<i>Université Rennes 2</i>	<i>France</i>	LE CORPS COMME LIEU DE PENSÉE CRITIQUE : JEAN-MARIE BROHM, LE COURANT FREUDO-MARXISTE ET LA CRITIQUE RADICALE D'UNE EDUCATION PHYSIQUE SPORTIVE	<i>French</i>
Attali	Michaël	<i>Université Grenoble</i>		THE BODY AS A PLACE FOR CRITICAL THINKING : JEAN-MARIE BROHM, THE FREUDO-MARXIST CURRENT OF THOUGHT AND THE RADICAL CRITICISM OF PHYSICAL EDUCATION	

Thursday, 22 August 2013

Session 3 (14:30-16:00)

Chair MANUEL FERNÁNDEZ GONZÁLEZ, University of Latvia, Latvia

Room 12

Carvalho Gonçalves Neto Carvalho	Carlos Henrique Wenceslau Luciana Beatriz de Oliveira Bar	<i>Universidade Federal de Uberlândia</i>	<i>Brazil</i>	CURRÍCULO Y CIVILIDAD: RELACIONES DE PODER EN EL ÁMBITO DEL DEBATE SOBRE ESCOLARIZACIÓN PRIMARIA EN MINAS GERAIS ENTRE ESTADO Y IGLESIA CATÓLICA(1835-1859) CURRICULUM AND CIVILITY: POWER RELATIONS WITHIN THE DISCUSSION BETWEEN THE STATE AND THE CATHOLIC CHURCH ABOUT PRIMARY EDUCATION IN MINAS GERAIS (1835-1859)	<i>Spanish</i>
Arredondo González Villarreal	Adelina Roberto	<i>Universidad Autónoma del Estado de Morelos</i>	<i>Mexico</i>	FROM RELIGION TO MORAL IN SCHOOL: ONE PATH FOR THE STRENGTHENING OF THE MEXICAN STATE POWER	<i>English/ Spanish</i>
Davila Naya Zabaleta	Pauli L.M. I.	<i>University of the Basque Country - UPV/EHU</i>	<i>Spain</i>	PODER Y RESISTENCIA EN LA POLÍTICA EDUCATIVA: EL PAÍS VASCO DURANTE EL SIGLO XX POWER AND RESISTANCE IN EDUCATIONAL POLICY: THE BASQUE COUNTRY DURING THE TWENTIETH CENTURY	<i>Spanish</i>

Chair PETER CUNNINGHAM, Homerton College, Cambridge, and IOE London, UK

Room 16

Shner	Moshe	<i>Oranim Academic College</i>	<i>Israel</i>	EDUCATORS IN THE ABYSES OF HISTORY: TWO WAYS OF RESISTANCE	<i>English</i>
Hernández Huerta Groves	José Luis Tamar	<i>University of Valladolid</i>	<i>Spain</i>	RESISTANCE THROUGH TEACHERS' PROFESSIONAL DEVELOPMENT. THE SPANISH FRENET MOVEMENT BEFORE AND AFTER THE FRANCO DICTATORSHIP	<i>English</i>
Frasier	Amanda	<i>Michigan State University</i>	<i>USA</i>	SCHOOL IN THE KOVNO GHETTO: CULTURAL REPRODUCTION AS A FORM OF DEFIANCE	<i>English</i>

Chair PATRICK BÜHLER, Pädagogische Hochschule FHNW, Switzerland

Room 13

Giles	Geoffrey	<i>University of Florida</i>	<i>USA</i>	THE LIMITS OF THE POWER OF THE STATE: EDUCATION AND SEXUALITY IN NAZI GERMANY	<i>English</i>
Jansone-Ratinika	Nora	<i>University of Latvia</i>	<i>Latvia</i>	IDEOLOGICAL TRANSFORMATION OF FAMILY LIFE (1960 – 1980)	<i>English</i>
Wiegmann	Ulrich	<i>Deutsches Institut für Internationale Pädagogische Forschung (DIPF)</i>	<i>Germany</i>	SCHULE UND GEHEIMDIENST IN DER DDR SCHOOL AND SECRET SERVICE IN THE GDR (GERMAN DEMOKRATIK REPUBLIC)	<i>German</i>

Chair FRANK SIMON, Ghent university, Belgium

Room 14

Gaertner	Niko	<i>Hansa-Gymnasium Hamburg</i>	<i>Germany</i>	THE END OF HAMBURG'S ANGLOPHILIA – AN INVESTIGATION INTO WAR PROPAGANDA'S PENETRATION OF SCHOOL CURRICULUM AND UNIVERSITY CONTENT 1913-14	<i>English</i>
Gabrielli	Gianluca	<i>University of Macerata</i>	<i>Italy</i>	POUVOIR FASCISTE ET ÉDUCATION À LA GUERRE FASCIST POWER AND WAR TEACHING	<i>French</i>
Stikute Kalķe	Elita Baiba	<i>University of Latvia</i>	<i>Latvia</i>	LITERATURE AT SCHOOL SUBJECTED TO SOVIET IDEOLOGY IN THE 1940s – 1950s	<i>English</i>

Chair MARTA CHAGAS DE CARVALHO, Universidade de São Paulo, Brazil

Room 18

Iliadou – Tac-hou Varvounis Orfanou	Sofia Manolis Alexia	<i>University of Western Macedonia</i>	<i>Greece</i>	INVESTIGATING THE INTERACTION BETWEEN EDUCATION AND POWER: THE CASE OF THE PRINCIPALITY OF SAMOS (1834-1913)	<i>English</i>
Acosta	Felicitas	<i>UNGS/UNLP</i>	<i>Argentina</i>	STATE POWER IN SHAPING NATIONAL SECONDARY EDUCATION IN ARGENTINA: THE RELATIONSHIP BETWEEN THE NATIONAL STATE AND PROVINCIAL GOVERNMENTS FROM THE PERSPECTIVE OF PROFESSORS AT THE COLEGIOS NACIONALES (ENQUÊTE NAÓN 1909)	<i>English</i>
Obinu	Francesco	<i>University of Sassari</i>	<i>Italy</i>	EDUCATION, POWER, COUNTER-POWER: THE CONFRONTATION BETWEEN ITALIAN NATIONAL INTEREST AND THE REGIONAL PECULIAR NEEDS. THE CASE OF SARDINIA	<i>English</i>

Panel: ARBEIT, ERZIEHUNG UND INDUSTRIE: DIE MACHT DER PSYCHOTECHNIK /WORK, EDUCATION AND INDUSTRY: THE POWER OF PSYCHOTECHNICS

Chair ESTER BERNER, University of Potsdam, Germany

Room 19

Berner	Esther	<i>University of Potsdam</i>	<i>Germany</i>	PÄDAGOGIK UND PSYCHOTECHNIK: ZWISCHEN BERUFSBERATUNG UND LEHRLINGSSELEKTION (SCHWEIZ) PEDAGOGY AND PSYCHOTECHNICS: BETWEEN VOCATIONAL GUIDANCE AND APPRENTICE -SELECTION (SWITZERLAND)	<i>German</i>
Heikkinen	Anja	<i>Univesity of Tampere</i>	<i>Finland</i>	PSYCHOTECHNICS – THE POWER IN DISGUISE	<i>English</i>
Herman Priem Thyssen	Frederik Karin Geert	<i>University of Luxembourg</i>	<i>Luxembourg</i>	FORGING HARMONY IN THE SOCIAL ORGANISM: INDUSTRY AND THE POWER OF PSYCHOMETRIC TECHNIQUES (LUXEMBOURG)	<i>English</i>
Kasper Kasperova	Tomas Dana	<i>Technical University of Liberec</i>	<i>Czech Republic</i>	TOMAS BATAS „COMPANY TOWN“ IN ZLIN: MODERNISIERUNG VON ARBEIT, LEBEN UND DIE MACHT DER BILDUNG (TSCHECHIEN) TOMAS BATA'S „COMPANY TOWN“ IN ZLIN: MODERNISATION OF WORK, LIVE AND THE POWER OF EDUCATION (CZECH REPUBLIC)	<i>German</i>

Panel: SURVEYS, FACTS ON SCHOOLING, AND THE GOVERNANCE OF PEOPLE: THE STAPFER-ENQUIRY 1798/99 DURING THE HELVETIC REPUBLIC

Chair DANIEL TRÖHLER, University of Luxembourg

Discussant JEROEN DEKKER, University of Groningen, The Netherlands

Room 21

Holenstein	Andre	<i>University of Berne</i>	<i>Switzerland</i>	GOVERNANCE AND KNOWLEDGE IN THE HELVETIC REPUBLIC. THE POLITICAL CONTEXT OF MINISTER STAPFER'S INQUIRY OF 1799	<i>English</i>
Brühwiler	Ingrid	<i>University of Lausanne</i>	<i>Switzerland</i>	FINANCIAL SOURCES OF SCHOOLS AT 1800 IN THE HELVETIC REPUBLIC AND THEIR EFFECTS	<i>English</i>
Ruloff	Michael	<i>University of Berne</i>	<i>Switzerland</i>	THEY WENT TO SCHOOL – ANALYSIS OF SCHOOL ATTENDANCE IN SWITZERLAND IN 1800	<i>English</i>
Horlacher	Rebekka	<i>University of Zurich</i>	<i>Switzerland</i>	STAPFER'S INQUIRY IN RETROSPECT – SEEN THROUGH THE EYES OF THE INVENTOR HIMSELF	<i>English</i>
Tröhler	Daniel	<i>University of Luxembourg</i>	<i>Luxembourg</i>	INTRODUCTION	<i>English</i>

Standing Working Group: PENSEE CRITIQUE DES ENSEIGNANTS/ TEACHERS CRITICAL THINKING

Chair ANDRÉ ROBERT, Lumière Lyon 2, France

Room 30

Renier	Samuel	<i>Université Lumière Lyon 2</i>	<i>France</i>	LES CONDITIONS D'EMERGENCE D'UNE PENSEE CRITIQUE A TRAVERS L'ITINERAIRE INTELLECTUEL DE MARIE-ANNE CARROI (1920-1940) CONDITIONS SURROUNDING THE EMERGENCE OF A CRITICAL THINKING : THE INTELLECTUAL JOURNEY OF MARIE-ANNE CARROI (1920-1940)	<i>French</i>
Kahn	Pierre	<i>Université de Caen</i>	<i>France</i>	LES METHODES ACTIVES: UNE CRITIQUE DE LA PHILOSOPHIE DE LA CONNAISSANCE SCOLAIRE ? THE ACTIVE METHODS : EFFECTIVE CRITICISM OF SCHOOL EPISTEMOLOGY ?	<i>French</i>

Thursday, 22 August 2013

Session 4 (16.30-18.00)

Chair GEOFFREY GILES, University of Florida, USA

Room 12

Mogarro	Maria	<i>Lisbon University - Institut of Education</i>	<i>Portugal</i>	POWER, CURRICULUM AND TEACHING MATERIALS: ADOLFO COELHO BETWEEN PORTUGAL, DEUTSCHLAND AND BRAZIL	<i>English</i>
Meşeci-Giorgetti	Filiz	<i>Istanbul University</i>	<i>Turkey</i>	POWER OF EDUCATIONAL RITUALS AND MILITARY COUPS IN TURKEY	<i>English</i>
Adedapo	Adebowale	<i>Immanuel College of Theology, Ibadan</i>	<i>Nigeria</i>	MILITARY GOVERNMENT AND MORAL EDUCATION IN NIGERIA	<i>English</i>

Chair SIAN ROBERTS, Birmingham Archives & Heritage, UK

Room 16

Cunningham	Peter	<i>Homerton College, University of Cambridge</i>	<i>UK</i>	TEACHERS AND POWER IN PERSONAL MEMORY: THE CASE OF WORLD WAR II	<i>English</i>
Sanchidrian Ortega	Carmen F.	<i>Universidad de Málaga</i>	<i>Spain</i>	EDUCATION AND POWER: TEACHER'S REPRESSION IN THE TEACHER TRAINING COLLEGES (SPAIN, 1936-1942)	<i>English</i>
Abens	Aija	<i>University of Latvia</i>	<i>Latvia</i>	TEACHER EDUCATION DURING AND IMMEDIATELY AFTER CONFLICT - THE CASE OF LATVIA FROM 1940-1956	<i>English</i>
Grzybowski Gorlof Jakubiak Paszkowska	Romuald Elzbieta Krzysztof Anna	<i>University of Gdańsk</i>	<i>Poland</i>	WORLDVIEW ENFORCEMENT AS A SIGNIFICANT COMPONENT OF THE COMMUNIST AUTHORITIES – TEACHERS RELATION IN POLAND IN 1945-1989	<i>English</i>

Chair SUSANNAH WRIGHT, Oxford Brookes University, UK

Room 13

Dhondt	Pieter	<i>University of Eastern Finland</i>	<i>Finland</i>	THE POWER OF THE PAEDIATRICIAN. ARVO YLPPÖ AS A PHYSICIAN AND AN EDUCATOR IN THE TWENTIETH-CENTURY FINNISH SOCIETY	<i>English</i>
Sobe	Noah	<i>Loyola University Chicago</i>	<i>USA</i>	EMPOWERING THE INTEREST OF THE CHILD: AFFECT AND ATTENTION IN THE EARLY 20TH CENTURY PROGRESSIVE CLASSROOM	<i>English</i>
May	Helen	<i>University of Otago</i>	<i>New Zealand</i>	RECOLLECTING CHILDHOOD AT SCHOOL IN THE EARLY TWENTIETH CENTURY	<i>English</i>

Chair BARNITA BAGCHI, Utrecht University, The Netherlands

Room 14

Christen	Richard	<i>University of Portland</i>	<i>USA</i>	HANDWRITING AND POWER IN THE EARLY AMERICAN REPUBLIC	<i>English</i>
Kochan Geissler Sroka	Katarzyna Gert Wendelin	<i>University of Zielona Góra</i>	<i>Poland</i>	LITERACY ACQUISITION IN A MULTILINGUAL SOCIETY: POLISH-GERMAN PRIMERS AS TOOLS OF BILINGUAL EARLY EDUCATION IN UPPER SILESIA, 1840S TO 1870S	<i>English</i>
Prochner Woitte	Larry Sherry	<i>University of Alberta</i>	<i>Canada</i>	THE PRESENTATION OF THE HISTORY OF EDUCATION IN INTRODUCTORY EARLY CHILDHOOD EDUCATION TEXTBOOKS	<i>English</i>

Chair PETRONELLA BAKKER, University of Groningen, The Netherlands

Room 18

Grunder	Hans-Ulrich	<i>Forschungs- und Studienzentrum für Pädagogik (FSP), Basel</i>	<i>Switzerland</i>	THE POWER OF PERSONALITY IN THE EDUCATIONAL FIELD: THE EXAMPLE OF ERNST SCHNEIDER (1878-1957), PEDAGOGUE, PROGRESSIVE EDUCATIONIST – EARLY LOSER AND LATE WINNER	<i>German</i>
Zigmunde	Alida	<i>Riga Technical university</i>	<i>Latvia</i>	DER PSYCHOANALYTIKER UND PÄDAGOG ERNST SCHNEIDER (1878 – 1957) IM WIEDERSTREIT DER MEINUNGEN SEINER ZEITGENOSSEN IN LETTLAND THE PSYCHOANALYST AND PEDAGOGUE ERNST SCHNEIDER (1878-1957) IN THE CONTROVERSIAL VIEWS OF HIS CONTEMPORARIES IN LATVIA	<i>German</i>
Znotina Kestere	Lilita Iveta	<i>University of Latvia</i>	<i>Latvia</i>	STRUGGLE FOR INNOVATIONS: FOLLOWERS OF SWISS PSYCHOANALYST ERNST-SCHNEIDER (1878 – 1957) IN LATVIA	<i>English</i>

Panel: POWER, SENSES AND (DIS)ABILITY: SENSORIAL REFLECTIONS ON THE HISTORY OF EDUCATION

Chair KAISA VEHKALAHTI, Finnish Youth Research Society, Finland

Room 19

Verstraete	Pieter	<i>Centre for the History of Education - Pedagogical Institute University Leuven;</i>	<i>Belgium</i>	DISABILITY, EDUCATION AND THE HAPPINIZATION OF THE WORLD: A HISTORICAL STUDY OF THE ROLE PLAYED BY HAPPINESS IN THE EMERGENCE OF EDUCATIONAL INITIATIVES FOR THE BLIND AND THE DEAF	<i>English</i>
Söderfeldt	Ylva	<i>University Hospital Aachen</i>	<i>Germany</i>		
Van Trigt	Paul	<i>VU University Amsterdam</i>	<i>The Netherlands</i>	DISABILITY AND NORMALCY: EDUCATION, MEDICINE AND THE ENACTMENT OF THE SENSES	<i>English</i>
Van Drenth	Annemieke	<i>Department of Education - Clinical Child and Adolescent Studies, Leiden University</i>	<i>The Netherlands</i>	SENSORIAL EXPERIENCES AND CHILDHOOD: EDUCATIONAL POWER AND CHILD PATHOLOGY IN 19TH CENTURY CARE FOR "IDIOTIC" CHILDREN'	<i>English</i>
Myers Ecclestone	Kevin Kathryn	<i>University of Birmingham University of Sheffield</i>	<i>UK</i>	FROM PATHOLOGIES TO POSITIVITY: THE PSYCHOLOGY OF WELL-BEING, THE SENSES AND THE CAPABLE INDIVIDUAL'.	<i>English</i>

Panel: THE MEDICALIZATION OF SWISS SCHOOLS 1880–1940

Chair PATRICK BUEHLER, Pädagogische Hochschule FHNW, Switzerland

Room 21

Hofmann	Michele	<i>Pädagogische Hochschule FHNW</i>	<i>Switzerland</i>	MEDICAL POWER AND ITS INFLUENCE ON EVERYDAY SCHOOL LIFE IN THE LATE 19TH AND EARLY 20TH CENTURY IN SWITZERLAND	<i>English</i>
Deluigi	Tamara	<i>Department of Historical Educational Science, University Berne</i>	<i>Switzerland</i>	THE POWER TO EXCLUDE. INSTRUMENTS AND MEASURES TO BAN 'ABNORMAL' CHILDREN FROM REGULAR CLASSES IN SWITZERLAND IN THE LATE 19TH CENTURY.	<i>English</i>
Buehler	Patrick	<i>Pädagogische Hochschule FHNW</i>	<i>Switzerland</i>	INTRODUCTION: MEDICIN, EDUCATION, POWER	<i>English</i>

Panel: HISTORY OF EDUCATION IN THE IBEROAMERICAN WORLD: STUDIES ON NARRATIVES AND SOURCES (PORTUGAL, MEXICO AND BRAZIL)

Chair JOSÉ GONDRA, Universidade Do Estado Do Rio De Janeiro, Brazil

Room 30

Civera	Alicia	<i>El Colegio Mexiquense</i>	<i>Mexico</i>	THE BOOK <i>THE SCIENCE OF EDUCATION</i> FOR TEACHERS TRAINING IN MEXICO: BETWEEN THE SECOND REPUBLIC IN SPAIN, THE NORTH AMERICAN PRAGMATISM AND THE GERMAN PHILOSOPHY (1941-1980)	<i>English</i>
Gondra	José	<i>Universidade Do Estado Do Rio De Janeiro</i>	<i>Brazil</i>	AMERICA IN REVIEW: AN ANALYSIS OF PUBLIC INSTRUCTION IN THE UNITED STATES AND ARGENTINA (1871-1879)	<i>English</i>
Sily	Paulo Rogério	<i>Colégio Pedro II</i>			
Pintassilgo	Joaquim	<i>Universidade De Lisboa</i>	<i>Portugal</i>	PEDAGOGICAL TRADITION AND DIDACTICS PRESCRIPTION IN PORTUGAL IN THE MID-TWENTIETH CENTURY: THE EXAMPLE OF ORBELINO GERALDES FERREIRA	<i>English</i>
Pedro	Lénia Cristina				
Carvalho	Marta	<i>Universidade De São Paulo; Universidade Federal De São Paulo</i>	<i>Brazil</i>	EDUCATIONAL PRESS, ART OF TEACHING AND INTERNATIONAL CIRCULATION OF PAEDAGOGICAL MODELS	<i>English</i>

Friday, 23 August 2013

Session 5 (9.00-10.30)

Chair AGUIAR THIAGO, UNIMEP, Brazil
Room 12

Dos Santos	Ademir Valdir	<i>Universidade Federal De Santa Catarina - UFSC</i>	<i>Brazil</i>	PODER TOTALITARIO Y EDUCACIÓN EN ITALIA Y BRASIL: FASCISTIZACIÓN DE LA ESCUELA BAJO MUSSOLINI (1922-1945) Y VARGAS (1930-1945) TOTALITARIAN POWER AND EDUCATION IN ITALY AND BRASIL: FASCISTIZATION OF SCHOOL UNDER MUSSOLINI (1922-1945) AND VARGAS (1930-1945)	<i>Spanish</i>
Valim Mansan	Jaime	<i>Pontificia Universidade Católica Do Rio Grande Do Sul (PUCRS, Brazil) / Universidad Complutense De Madrid</i>	<i>Spain</i>	CONTROL SOCIAL Y EDUCACIÓN SUPERIOR: LA DICTADURA CIVIL-MILITAR EN BRASIL (1964-1988) SOCIAL CONTROL AND HIGHER EDUCATION: THE CIVIL-MILITARY DICTATORSHIP IN BRAZIL (1964-1988)	<i>Spanish</i>
Cunha	Janaina	<i>Universidad Complutense De Madrid</i>	<i>Spain</i>	PROCESOS DE REESTRUCTURACIÓN Y EXPANSIÓN DE LA EDUCACIÓN SUPERIOR EN BRASIL Y EN ESPAÑA (2000-2010): UNA APROXIMACIÓN COMPARATIVA RESTRUCTURE AND EXPANSION PROCESS OF THE HIGHER EDUCATION IN BRAZIL AND IN SPAIN (2000-2010): A COMPARATIVE APPROACH	<i>Spanish</i>

Chair JASON ELLIS, University of British Columbia, Canada
Room 16

Mole	Frédéric	<i>Université Jean Monnet de St-Etienne et Archives Institut JJ Rousseau (Université de Genève)</i>	<i>France</i>	UNE PÉDAGOGIE INTERNATIONALISTE ? LA FÉDÉRATION INTERNATIONALE DES ASSOCIATIONS D'INSTITUTEURS ET L'INTERNATIONALE DES TRAVAILLEURS DE L'ENSEIGNEMENT DANS L'ENTRE-DEUX-GUERRES AN INTERNATIONALIST EDUCATION ? THE INTERNATIONAL ASSOCIATIONS OF PRIMARY TEACHERS DURING INTERWAR PERIOD	<i>French</i>
Vugule	Erika	<i>University of Latvia</i>	<i>Latvia</i>	„SOFT POWER” DISCOURSE OF TEACHERS' PROFESSIONAL ORGANIZATIONS IN LATVIA (1918 – 1934)	<i>English</i>
Mendonça	Ana Waleska	<i>Pontificia Universidade Católica do Rio de Janeiro (PUC-Rio)</i>	<i>Brazil</i>	LE COLLÈGE DE L' EMPEREUR DANS LA GÉNÈSE DE LA FONCTION DE PROFESSEUR DE L' ENSEIGNEMENT PUBLIC SECONDAIRE AU BRÉSIL THE EMPEROR COLLEGE AND THE FUNCTION'S ORIGIN OF THE PUBLIC SECONDARY TEACHER IN BRAZIL	<i>French</i>

Chair CRAIG CAMPBELL, University of Sydney, Australia
Room 13

Vörös	Katalin	<i>University of Pécs, Faculty of Humanities</i>	<i>Hungary</i>	THE CHANGING OF THE POWER STRUCTURE IN THE EDUCATION OF APPRENTICES IN THE SECOND HALF OF THE 19TH CENTURY	<i>English</i>
Roldán Vera	Eugenia	<i>Department of Educational Research, CINVESTAV</i>	<i>Mexico</i>	CORPORAL PUNISHMENT IN SCHOOLS IN NINETEENTH-CENTURY MEXICO	<i>English</i>
Kraul	Margret	<i>Pädagogisches Seminar, Gorg-August- Universität Göttingen</i>	<i>Germany</i>	ZWISCHEN ERZIEHUNG UND GEWALT. HEIMKINDER IN DER FRÜHEN BUNDESREPUBLIK EDUCATION AND VIOLENCE. CHILDREN IN CLOSED RESIDENTIAL INSTITUTIONS IN THE EARLY FEDERAL REPUBLIC OF GERMANY	<i>German</i>

Chair WENDELIN SROKA, Germany

Room 14

Inokuchi	Junzo	<i>Otemon Gakuin University</i>	<i>Japan</i>	WERE THE TEXTBOOKS OF J.A.COMENIUS INTERFERED BY THE POLITICAL POWER?	<i>English</i>
Sommerey	Constanc e	<i>Maastricht University</i>	<i>The Netherlands</i>	TEACHING CREATION. HOW POWER STRUGGLES OVER EVOLUTION AND EDUCATION IN GERMANY SHAPED PRESENTATIONS OF EVOLUTION IN WEIMAR SCHOOL BOOKS.	<i>English</i>
Bezrogov Makarevich	Vitaly G.	<i>Institute of Theory and History of Education</i>	<i>Russia</i>	ELEMENTARY SCHOOL TEXTBOOK COVERS' DESIGN AS MIND GOVERNOR IN SOVIET AND POST-SOVIET TIMES	<i>English</i>
Wojdon	Joanna	<i>University of Wroclaw, Institute of History</i>	<i>Poland</i>	SYSTEM OF TEXTBOOK APPROVAL IN POLAND UNDER THE COMMUNIST RULE (1944-1989)	<i>English</i>

Chair PIETER DHONDT, University of Eastern Finland

Room 18

Baldan Depaepe	Merilin Marc	<i>Universidade Federal de São Carlos and UKLeuven</i>	<i>Brazil/Belgium</i>	THE IDEAS OF SYLVIO RABELLO IN THE SERIE ATUALIDADES PEDAGÓGICAS: THE DISCOURSE OF PSYCHOLOGY IN BRAZILIAN NEW SCHOOL (1931 TO 1939)	<i>English</i>
Bakker	Nelleke	<i>University of Groningen</i>	<i>The Netherlands</i>	THE POWER OF DISTINCTION: THE GROWING INFLUENCE OF PSYCHOLOGICAL TESTING ON CHILDHOOD AND EDUCATION – THE CASE OF THE NETHERLANDS c. 1945-1970	<i>English</i>
Carvalho	Marta	<i>Universidade de São Paulo; Universidade Federal de São Paulo</i>	<i>Brazil</i>	PEDAGOGY AND POWER: DISCIPLINE AS ORTHOPAEDICS AND MOULD	<i>English</i>

Panel: EDUCATING THE FUTURE CITIZENS: CURRICULUM AND THE FORMATION OF MODERN SOCIETIES

Chair DANIEL TRÖHLER, University of Luxembourg

Room 19

Tröhler	Daniel	<i>University of Luxembourg</i>	<i>Luxembourg</i>	INTRODUCTION	<i>Englisch</i>
Tosato-Rigo	Danièle	<i>University of Lausanne</i>	<i>Switzerland</i>	COMMENT	
Dahn Boser	Nathalie Lukas	<i>University of Lausanne</i>	<i>Switzerland</i>	EDUCATING CITIZENS “IN-BETWEEN”: PUBLIC ELEMENATRY SCHOOLING IN SWITZERLAND BETWEEN THE HELVETIC REPUBLIC AND THE “MODERN” SCHOOL LAWS OF THE 1830S	<i>English</i>
Brühwiler	Ingrid	<i>University of Lausanne</i>	<i>Switzerland</i>	CANTON OR COUNTRY? EDUCATING CITIZENS IN-BETWEEN DIFFERENT REFERENCE LEVELS IN SWITZERLAND	<i>English</i>
Rothmüller Schreiber	Barbara Catherina	<i>University of Luxembourg</i>	<i>Luxembourg</i>	POWER AND CURRICULUM: NEGOTIATING THE “CITIZEN” VIA SYMBOLIC CONFLICTS”	<i>English</i>

Panel: FROM THE OLD REGIME TO THE COLD WAR - ASPECTS OF KOREAN HISTORY OF EDUCATION I

Chair KLAUS DITTRICH, Korea University, South Korea

Room 21

Lee	Yoonmi	<i>Hongik University</i>	<i>South Korea</i>	THE AUSTRALIAN MISSIONARIES AND EDUCATION IN KOREA, 1890-1941	<i>English</i>
Park	Youn-Ho	<i>Gwangju National University of Education</i>	<i>South Korea</i>	THE HANGEUL EDUCATION BY PROTESTANT MISSIONARIES, 1884-1905	<i>English</i>
Wells	Scott	<i>University of British Columbia</i>	<i>Canada</i>	RADICAL REIMAGININGS OF HANMUN EDUCATION DURING KOREA'S ENLIGHTENMENT PERIOD: WŎN YŎNGŬI'S AN ELEMENTARY HANMUN READER	<i>English</i>
Dittrich	Klaus	<i>Korea University</i>	<i>South Korea</i>	INSTRUCTING THE CHILDREN OF THE EUROPEAN AND AMERICAN COMMUNITY IN KOREA, 1882-1910	<i>English</i>

Standing Working Group: GENDER, POWER RELATIONS AND EDUCATION IN A TRANSNATIONAL WORLD

Chairs CHRISTINE MAYER, University of Hamburg, Germany

Room 30

ADELINA ARRENDONDO, UAEM, Mexico

KATE ROUSMANIERE, Miami University, Ohio, USA

Raichel	Nirit	<i>Kinneret College</i>	<i>Israel</i>	GIVING BIRTH TO CHILD CULTURE IN THE LAND OF ISRAEL 1882-1948. THE HEBREW PRE-SCHOOL TEACHERS AS PARTNERS IN BUILDING NATION AND ITS CULTURE	<i>English</i>
Tadmor-Shimony	Tali	<i>Ben Gurion University and Achva College</i>	<i>Israel</i>	MARRIED WOMEN TEACHERS AND THE STRUGGLE FOR EQUAL RIGHTS IN BRITISH MANDATORY PALESTINE UNDER TRANSNATIONALISM PRISM	<i>English</i>

Friday, 23 August 2013

Session 6 (14.30-16.00)

Chair MARC DEPAEPE, University of Leuven, Belgium

Room 12

Gaudio	Angelo	<i>University of Udine</i>	<i>Italy</i>	CATHOLIC EDUCATION AND POWER : DISCOURSES AND POLITICS. A RESEARCH AGENDA	<i>English</i>
Seltenreich	Yair	<i>Tel Hai College</i>	<i>Israel</i>	POWER, SHREWDNESS AND TENACITY: THE INTRODUCTION OF RELIGIOUS EDUCATION INTO HEBREW SCHOOLS IN GALILEE MOSHAVOT IN THE 1920s	<i>English</i>

Chair MARIA DEL MAR POZO ANDRES, University Alcala, Spain

Room 16

Silva	Carlos	<i>Institute of Education, University of Lisbon</i>	<i>Portugal</i>	STRUGGLING FOR AN IDEA: THE LANCASTERIAN SYSTEM OF EDUCATION PROMOTED BY A PORTUGUESE TEACHER	<i>English</i>
Serina-Karsky	Fabienne	<i>Université Paris 8 - Vincennes - Saint-Denis</i>	<i>France</i>	LE RÔLE DE L'ENSEIGNANT DANS L'EDUCATION NOUVELLE, UN RENVERSEMENT DU POUVOIR AU SEIN DE LA CLASSE THE ROLE OF THE TEACHER IN NEW EDUCATION, A SHIFT IN POWER INSIDE THE CLASSROOM	<i>French</i>
Trasberg	Karmen	<i>University of Tartu</i>	<i>Estonia</i>	INTERGROUP EDUCATION IN POST WWII AS A POWERFUL REFORMIST MOVEMENT IN USA	<i>English</i>

Chair GEERT THYSSEN, University of Luxembourg**Room 13**

Rego	Rita	<i>Universidade de Lisboa - Instituto de Educação</i>	<i>Portugal</i>	DEMOCRATIC EDUCATION IN EXTERNATO FERNÃO MENDES PINTO, KINDERGARTEN AND ELEMENTARY SCHOOL (LISBON, PORTUGAL)	<i>English</i>
Stolk	Vincent	<i>University for Humanistics</i>	<i>The Netherlands</i>	BETWEEN CHILDREN'S AUTONOMY AND TEACHER INFLUENCE: THE CASE OF DUTCH HUMANIST EDUCATORS IN THE 1960S	<i>English</i>
Stonkuvienė	Irena	<i>Vilnius University</i>	<i>Lithuania</i>	WHAT DID IT MEAN TO BE A PIONEER?	<i>English</i>

Chair SJAAK BRASTER, Erasmus University, The Netherlands**Room 14**

Aguiar	Thiago	<i>Universidade Metodista de Piracicaba</i>	<i>Brazil</i>	RESISTANCE TO POWER: TWO EDUCATORS OPPOSING "THEIR" CHURCH	<i>English</i>
Buchardt	Mette	<i>Section of Educational Science, Dept. of Media, Cognition and Communication, University of Copenhagen</i>	<i>Denmark</i>	THE SCHOOL AS A SCENE FOR NEGOTIATING AND TRANSFORMING THE STATE/CHURCH RELATION IN DENMARK, SWEDEN AND NORWAY SINCE THE EARLY 20TH CENTURY. A NORDIC SECULAR LUTHERAN WELFARE STATE MODEL?	<i>English</i>
Puchowski	Kazimierz	<i>The University of Gdansk</i>	<i>Poland</i>	TEATINS, JESUITS, PIARISTS AND THEIR COLLEGIA NOBILIA VIS-À-VIS THE EDUCATIONAL AMBITIONS OF THE ARISTOCRACY IN THE POLISH-LITHUANIAN COMMONWEALTH	<i>English</i>
Vechia Ferreira Lorenz	Ariclê Antonio Gomes Karl Michael	<i>TUIUTI University of Paraná</i>	<i>Brazil</i>	EL "ESTADO NUEVO" Y LA EDUCACIÓN EN EL BRASIL DESDE 1937 HASTA 1945: LA ESTANDARIZACIÓN IDEOLÓGICA Y CULTURAL DE LA NACIÓN BRASILEÑA. (THE "NEW STATE" AND BRAZILIAN EDUCATION FROM 1937 TO 1945: THE IDEOLOGICAL AND CULTURAL UNIFICATION OF THE BRAZILIAN NATION.)	<i>Spanish</i>

Chair KARIN PRIEM, Université du Luxembourg**Room 18**

Sohma	Shinichi	<i>Hiroshima Shudo University</i>	<i>Japan</i>	POWER AND EDUCATION ACCORDING TO J. A. COMENIUS	<i>English</i>
Martin	Mary Clare	<i>University of Greenwich</i>	<i>UK</i>	PLAY, PEDAGOGY, POWER AND THE MISSIONARY ENCOUNTER, 1780-1870	<i>English</i>
Riondet	Xavier	<i>Université de Lorraine</i>	<i>France</i>	DE LA CRITIQUE DE LA DÉGÉNÉRESCENCE DANS LA PENSÉE NATURISTE DE FREINET. L'ENFANCE DANS LES MAILLES DU POUVOIR CRITICISM OF THE DEGENERATION IN THOUGHT NATURIST FREINET. CHILDHOOD IN THE MESHES OF POWER	<i>French</i>

Panel: THE CONFIGURATION OF THE LEARNER AS CULTURAL AND POLITICAL SUBJECT: TRANSHISTORICAL AND TRANSNATIONAL ANALYSIS**Chair DANIEL TRÖHLER, University of Luxembourg, Luxembourg****Room 19**

Johnston	James Scott	<i>Memorial University</i>	<i>Canada</i>	HISTORICIZED SELVES, DE-HISTORICIZED SUBJECTS: BRIDGING THE GAP	<i>English</i>
Bruno-Jofré	Rosa	<i>Queen's University</i>	<i>Canada</i>	WOMEN TEACHING CONGREGATIONS AND THE BUILDING OF THE SELF, SITUATIONAL DIMENSIONS: THE CASE OF THE NOTRE DAME DES MISSIONS IN CANADA WITHIN A TRANSNATIONAL CONTEXT	<i>English</i>
Martínez Valle	Carlos	<i>Universidad Complutense de Madrid</i>	<i>Spain</i>	CONFIGURING THE PEOPLE AS LEARNER AND AS CULTURAL AND POLITICAL SUBJECTS: THE EDUCATIONAL CAMPAIGNS IN POST-REVOLUTIONARY MEXICO (1910-40) AND IN 2ND REPUBLIC SPAIN (1931-36)	<i>English</i>
Zaldívar Igeldo	Jon	<i>Queen's University/ Universidad de Deusto</i>	<i>Canada/Spain</i>	THE MEANING OF LEARNER IN THE SCREEN TECHNOLOGICAL CONTEXT OF THE TWENTY-FIRST CENTURY	<i>English</i>

Panel: FROM THE OLD REGIME TO THE COLD WAR - ASPECTS OF KOREAN HISTORY OF EDUCATION II

Chair KLAUS DITTRICH, Korea University, South Korea

Room 21

Pieper	Daniel	<i>University of British Columbia</i>	<i>Canada</i>	Chosŏn Colonial Education and the Contested Linguistic Market	<i>English</i>
Wells	Kenneth	<i>University of Auckland</i>	<i>New Zealand</i>	Who for and wherefore? Protestant campaigns for 'New Education' in modern Korea	<i>English</i>
Yu	Jinyoung	<i>Seoul Jeil Graduate University</i>	<i>South Korea</i>	A study of the Korean nurse's education and career in West Germany during 1960-1970	<i>English</i>
Heinemamm	Manfred	<i>Leibniz University Hannover</i>	<i>Germany</i>	The ultimate self and jail-colonization: The education of North Korean students in the view of the East-German foreign policy 1952-1989	<i>English</i>

Standing Working Group: GENDER, POWER RELATIONS AND EDUCATION IN A TRANSNATIONAL WORLD

Chairs: CHRISTINE MAYER, University of Hamburg, Germany

Room 30

ADELINA ARRENDONDO, UAEM, Mexico

KATE ROUSMANIERE, Miami University, Ohio, USA

Lässig	Sylvia	<i>University of Hamburg</i>	<i>Germany</i>	THE HISTORICAL DEVELOPMENT OF THE CONCEPT OF EDUCATION AND THE QUESTION OF THE DISAPPEARANCE OF THE BODY IN THE EDUCATIONAL DISCOURSE	<i>English</i>
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Friday, 23 August 2013

Session 7 (16.30-18:00)

Chair HARRY SMALLER, York University, Canada

Room 12

Naas	Marcel	<i>University of Basel</i>	<i>Switzerland</i>	ISAAK ISELIN (1728-1782): EDUCATIONAL AIMS AND MISSING POWER	<i>English</i>
Nurdoğan	Arzu Meryem	<i>Marmara University</i>	<i>Turkey</i>	THE LANDING OF CMS MISSIONARIES TO AN OTTOMAN DOMINION: EGYPT (1825-1862)	<i>English</i>
Güven	İsmail	<i>Ankara University</i>	<i>Turkey</i>	EDUCATION AS A POWER FOR CONSTITUTING A NEW NATION: THE RELATIONS OF POWER AND EDUCATION IN TURKEY SINCE REPUBLICAN PERIOD (1923) TO NOWADAYS	<i>English</i>
Watras	Joseph	<i>University of Dayton</i>	<i>USA</i>	COLONIALISM AND DEVELOPING NATIONS	<i>English</i>

Chair ROSA BRUNO JOFFRE, Queen's University, Canada

Room 16

Butchart	Ronald	<i>University of Georgia</i>	<i>USA</i>	LOSING STATUS, GAINING POWER: WHITE WOMEN AND BLACK EDUCATION IN THE U.S. SOUTH, 1862-1915	<i>English</i>
Solodyankina	Olga	<i>Cherepovets State University</i>	<i>Russia</i>	POWER AND FOREIGN TUTORS / GOVERNESSES IN THE RUSSIAN EMPIRE DURING THE REIGN OF NICHOLAS I	<i>English</i>
Whitehead	Kay	<i>Flinders University</i>	<i>Australia</i>	TEACHING 'OTHER PEOPLE'S CHILDREN' IN THE MID-TWENTIETH CENTURY	<i>English</i>

Chair JOANNA WOJDON, University of Wroclaw, Poland**Room 13**

Tabacchi	Elena	<i>University of Florence (Italy)</i>	<i>Italy</i>	THE KING'S TREE: CONFLICTING CELEBRATIONS OF POWER IN THE FIRST ARBOR DAY IN ITALY (1899)	<i>English</i>
Félix	Inês	<i>Instituto de Educação – Universidade de Lisboa</i>	<i>Portugal</i>	EMPOWERED JUVENILES: HERITAGE AND EDUCATION AT SECONDARY SCHOOLS IN PORTUGAL (LATE 19TH CENTURY TO MID 20TH CENTURY)	<i>English</i>
Amsing	Hilda	<i>University of Groningen</i>	<i>The Netherlands</i>	SUBSIDING STUDENT POWER IN THE NETHERLANDS, 1968	<i>English</i>
Bittar Ferreira	Marisa Jr.	<i>São Carlos Federal University</i>	<i>Brazil</i>	EDUCATION AND MILITARY DICTATORSHIP IN BRAZIL: THE STUDENT MOVEMENT AND THE STRUGGLE FOR DEMOCRACY (1964-1985)	<i>English</i>

Chair GARY McCULLOCH, Institute of Education London, UK**Room 14**

Michaëlsson	Madeleine	<i>Department of Education, Uppsala University</i>	<i>Sweden</i>	POWER BY PURSE	<i>English</i>
Heinzer	Markus	<i>University of Berne, Department of General and Historical Educational Science</i>	<i>Switzerland</i>	THE SWISS SCHOOLS HAVE BEEN GOVERNED IN LARGE PART BY LOCAL LAY BODIES	<i>English</i>
Lorenz	Karl	<i>Sacred Heart University</i>	<i>USA</i>	“INDIRECT POWER” AND THE UNIFICATION OF SECONDARY EDUCATION IN THE EMPIRE OF BRAZIL: 1837-1889	<i>English</i>

Chair AIJA ABENS, University of Latvia**Room 30**

Granbom-Herranen	Liisa	<i>University of Jyväskylä</i>	<i>Finland</i>	INDOCTRINATION INVOLVED WITH THE STRUCTURES OF SOCIETY? UPBRINGING OF COMMON PEOPLE'S CHILDREN IN FINLAND BEFORE SECOND WORLD WAR	<i>English</i>
Hansson	Johan	<i>Umeå University, Department of historical, philosophical and religious studies</i>	<i>Sweden</i>	THE SAMI FOLK HIGH SCHOOL – TEACHING AND MAINTAINING SAMI HISTORY AND SAMI CULTURAL HERITAGE	<i>English</i>
Cole	Josh	<i>Queen's University</i>	<i>Canada</i>	THE GREATEST SWINDLE IN THE HISTORY OF MAN: POSTWAR CANADA AND 'INDIAN' EDUCATION REFORM	<i>English</i>

Chair NOAH SOBE, Loyola University Chicago, USA**Room 18**

Landahl	Joakim	<i>Department of education, Stockholm university</i>	<i>Sweden</i>	TEACHING, POWER AND EMOTIONAL LABOUR	<i>English</i>
Fernández-González	Manuel Joaquín	<i>University of Latvia, Institute of Pedagogical Sciences</i>	<i>Latvia</i>	PEDAGOGICAL LEADERSHIP AND POWER IN EDUCATION ON THE LIGHT OF THE HISTORICAL DEVELOPMENT OF THE EUROPEAN PERSONALISM	<i>English</i>
Urban Smith	Wayne Marybeth	<i>University of Alabama</i>	<i>USA</i>	PRESIDENTIAL POWER, ITS USES AND ABUSES: JAMES BRYANT CONANT, HARVARD UNIVERSITY, AND NAZI GERMANY IN THE 1930s	<i>English</i>

Panel: GENDER, POWER AND PROFESSIONALISM. A BIOGRAPHICAL APPROACH

Chair MINEKE VAN ESSEN, University of Groningen, The Netherlands

Room 19

Roberts	Sian	<i>Birmingham Archives and Libraries</i>	<i>UK</i>	A 'TYPICAL "PUBLIC WOMAN" IN THE BEST CHRISTIAN SENSE OF THE TERM': GERALDINE SOUTHALL CADBURY (1865-1941), PERSONAL POWER AND THE REFORM OF JUVENILE JUSTICE	<i>English</i>
Van Drenth	Annemieke	<i>Leiden University</i>	<i>The Netherlands</i>	BIOGRAPHY AND 'DISCOVERY': GENDER AND POWER IN IDA FRYE'S DIAGNOSIS OF AUTISM IN CHILDHOOD IN THE 1930S IN THE NETHERLANDS	<i>English</i>
Van Essen	Mineke	<i>University of Groningen</i>	<i>The Netherlands</i>	SERENDIPITY AS PITFALL: THE SCHOLARLY CAREER OF DUTCH SPECIAL EDUCATION PROFESSOR WILHELMINA BLADERGROEN (1908-1983)	<i>English</i>
Watts	Ruth	<i>University of Birmingham</i>	<i>UK</i>	PROFESSIONAL BUT NOT PAID: JULIA LLOYD (1867-1955), A KINDERGARTEN PIONEER IN ENGLAND	<i>English</i>

Saturday, 24 August 2013

Session 8 (09:00-10:30)

Chair RUTH WATTS, University of Birmingham, UK

Room 12

Batir	Betul	<i>Istanbul University</i>	<i>Turkey</i>	ATATURK AND A REFORM IN THE TURKISH EDUCATION SYSTEM: COEDUCATION	<i>English</i>
Canales Serrano	Antonio Fc	<i>Universidad de La Laguna</i>	<i>Spain</i>	THE SOUTHERN EUROPEAN MODEL OF GIRLS' ACCESS TO SECONDARY EDUCATION	<i>English</i>
Bagchi	Barnita	<i>Utrecht University</i>	<i>The Netherlands</i>	POWER, POLITICS, AND EDUCATION: GENDERED NARRATIVES FROM WESTERN INDIA	<i>English</i>
Akanbi Jekayinfa Abiolu	Grace Alice Oluremi	<i>Emmanuel Alayande College Of Education</i>	<i>Nigeria</i>	EDUCATION AND WOMEN'S POWER IN MAINTAINING PEACE CULTURE IN NIGERIA	<i>English</i>

Chair ISMAIL GUVEN, Ankara University, Turkey

Room 19

Kalerante	Evaggelia	<i>University of west macedonia</i>	<i>Greece</i>	EDUCATIONAL POLICY 1981-1984: THE POLICY OF A SOCIALIST GOVERNMENT WITH EMPHASIS ON SOCIAL MOBILITY	<i>English</i>
Pruneri	Fabio	<i>Università degli studi di sassari</i>	<i>Italy</i>	POWER AND EDUCATIONAL REFORM IN ITALY DURING THE "SECOND REPUBLIC" (1992-2012)	<i>English</i>

Okediji	Hannah Adebola Aderonke	<i>Ministry of education, Oyo state/member History of Education Society of Nigeria</i>	<i>Nigeria</i>	POLICY AND POLITICAL POWER: IMPLICATION ON THE DEVELOPMENT OF ADULT EDUCATION IN NIGERIA, 1977 TILL DATE.	<i>English</i>
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Chair KATE ROUSMANIERE, Miami University, Ohio, USA

Room 21

Imlig Ruoss	Flavian T.	<i>University of Zurich</i>	<i>Switzerland</i>	EVIDENCE AS SOURCE OF POWER IN SCHOOL REFORMS	<i>English</i>
Rouk	Vadim	<i>Tallinn University</i>	<i>Estonia</i>	POWER AND CURRICULUM: ESTONIAN CASE, 1987-1996, FROM THE TIMES OF TRANSITION TO ADAPTATION	<i>English</i>
Diniz	Aires	<i>Escola Secundária Avelar Brotero</i>	<i>Portugal</i>	PORTUGUESE LYCEUMS REFORMS AT MILITARY DICTATORSHIP AND NEW STATE REGIMEN	<i>English</i>

Chair WAYNE URBAN, University of Alabama, USA

Room 16

Evertsson	Jakob	<i>Umea University</i>	<i>Sweden</i>	THE ELEMENTARY SCHOOL INSPECTION, POWER AND THE STATE IN SWEDEN	<i>English</i>
Acosta	Felicitas	<i>UNGS/UNLP</i>	<i>Argentina</i>	STATE POWER, SCHOOL CURRICULA AND THE SHAPING OF NATIONAL SECONDARY EDUCATION IN ARGENTINA: THE RELATIONSHIP BETWEEN THE NATIONAL STATE AND PROVINCIAL GOVERNMENTS BY THE END OF XIX CENTURY	<i>English</i>
Simoes Berto	Regina Helena Rossianny Campos	<i>Federal University of Espírito Santo</i>	<i>Brazil</i>	POWER, TEACHER TRAINING AND CONTROL IN PUBLIC INSTRUCTION REFORMS IN THE STATE OF ESPÍRITO SANTO (1908-1930)	<i>English</i>

Chair HELEN MAY, University of Otago, New Zealand
Room 13

Valtonen	Heli	<i>University of Jyväskylä</i>	<i>Finland</i>	PROFESSIONALIZATION OF THE ELEMENTARY SCHOOL TEACHER TRAINING IN FINLAND SINCE THE LATE 19TH CENTURY	<i>English</i>
Vogt	Michaela	<i>Lehrstuhl für Grundschulpädagogik und -didaktik</i>	<i>Germany</i>	PROFESSIONSWISSEN ÜBER SCHÜLER DER UNTERSTUFE IN DER DEUTSCHEN DEMOKRATISCHEN REPUBLIK. ANALYSE DER ZEITSCHRIFT "DIE UNTERSTUFE" IN DER PHASE VON 1954 BIS 1964 PROFESSIONAL KNOWLEDGE ABOUT BASIC STUDENTS IN THE GERMAN DEMOCRATIC REPUBLIC. ANALYSIS OF THE MAGAZINE "DIE UNTERSTUFE" IN THE PERIOD OF 1954 TO 1964	<i>German</i>
Rubene Daga-Krūmiņa Dinka	Zanda Evi Ilze	<i>University of Latvia</i>	<i>Latvia</i>	INTERVENTION OF THE SOVIET IDEOLOGY IN THE CHILD`S ROOM (1960s – 1970s)	<i>English</i>

Chair IAN GROSVENOR, University of Birmingham, UK
Room 18

Koinzer Ressler	Thomas P.	<i>Humboldt- Universität zu Berlin</i>	<i>Germany</i>	A BLACKBOARD JUNGLE. FICTIONAL FILMS AS SOURCES FOR THE HISTORY OF EDUCATION	<i>English</i>
Greveling Flamez Dekker	Linda E. Jeroen	<i>University of Groningen</i>	<i>The Netherlands</i>	THE POWER OF TELEVISION IMAGES IN PORTRAYING EDUCATIONAL INNOVATION. VISUAL FRAMING ANALYSIS OF THE COMPREHENSIVE SCHOOL EXPERIMENT IN DUTCH TV-BROADCASTS, 1969-1993	<i>English</i>
Costa (Coelho)	Patrícia	<i>Pontifícia Universidade Católica</i>	<i>Brazil</i>	SCHOLAR GEOGRAPHY THROUGH RADIO WAVES IN BRAZIL OF THE 30'S	<i>English</i>
Wojdon	Joanna	<i>University of Wrocław, Institute of History</i>	<i>Poland</i>	THE IMAGE OF POWER IN THE READING PRIMERS BEHIND "THE IRON CURTAIN"	<i>English</i>

