

## **Documents for General Assembly London 2014**

**(to be sent to the ISCHE members beforehand and included in the conference packet)**

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## **1. Agenda for General Assembly on 24 July 2014**

- I. Approval of Agenda
- II. Approval of Minutes of General Assembly 2013
- III. Report by President
- IV. Commemoration of Jurgen Herbst
- V. Treasurer's report 2014
- VI. Exculpation of EC
- VII. ISCHE Prize Award 2014
- VIII. ISCHE Istanbul 2015
- IX. ISCHE Chicago 2016
- X. Election of new EC members
- XI. Discussion of By-laws
- XII. Approval of By-Laws
- XIII. Discussion and Approval of new SWG
- XIV. Other Business
  - Language issue

## **2. Minutes – International Standing Conference for the History of Education**

### **General Assembly**

**Riga, Latvia, August 23, 2013**

#### 1. Report by the President

ISCHE President Eckhardt Fuchs (EF) called the meeting to order and welcomed ISCHE 35 attendees to the General Assembly. EF presented a revised meeting agenda and invited members to suggest additional agenda items; no agenda items were suggested.

EF presented his presidential report highlighting the organizational changes proposed that will be discussed later in the GA meeting. He also discussed initiatives to improve ISCHE communication with members (including the presidential newsletter; institutionalizing an annual meeting with former presidents, with affiliated organizations during the annual conference; as well as an upgraded ISCHE website). He invited any ISCHE members interested in assisting with website design to contact him and noted that key objectives are to make the ISCHE website more interactive and more informative. EF also mentioned the ISCHE Survey and thanked members for their input and participation.

EF also discussed the transfer of the ISCHE historical archives from Paris to Braunschweig, Germany for temporary storage before final transfer to the Research Library for the History of Education in Berlin, Germany where records will be cataloged and made available to researchers in accordance to an access policy to be negotiated between ISCHE and the Research Library.

Other key ISCHE activities of the past year and ongoing include Regional Workshops, one of which was held in Cape Town at the beginning of July, with others planned for the years ahead. ISCHE members interested in becoming involved with Regional Workshops are invited to contact EF. As part of extending ISCHE activities, ISCHE has started pre-conference workshops, one of which – on the theme of the League of Nations – took place in Riga prior to the start of ISCHE 35. Guidelines for those interested in organizing pre-conference workshops at future ISCHE meetings will be sent out to members.

Under the heading of capacity building EF discussed ISCHE's commitment to supporting the Summer School which took place successfully with 30 participants in Hamburg this past June under the leadership of Christine Mayer and with financial support from Paedagogica Historica, the UK History of Education Society and the European Educational Research Association (EERA). EF also mentioned that ISCHE was sponsoring a panel on "Education and Sport" at the 2015 CISH meeting taking place in China. Additional ISCHE activities on the horizon include the potential launching of an ISCHE Book Series.

## 2. Treasurer's Report

ISCHE Treasurer Gary McCulloch (GM) presented a Treasurer's Report (attached). The report was accepted nem. con. by the General Assembly.

## 3. ISCHE Prize / Publications Report

Ian Grosvenor (IG) announced the awarding of the ISCHE 2012 Prize to Nguyen Thuy Phuong (Université Paris Descartes), for her paper "La rivalité des missions éducatives française et américaine pendant la guerre du Vietnam 1955-1975". The laudation for the award reads as follows: "In a well-structured and well written paper Nguyen explores the 'educational' missions of the French and American governments in South Vietnam during the Vietnam war between 1955 and 1975. Using a wide range of source material she effectively documents the differences between French and American education programmes and describes how the Americans, building on the French colonial model, introduced a new democratic-anti-communist mission in South Vietnam. Her paper also identifies the ambiguities and contradictions of both education missions."

IG reported that the journal Paedagogica Historica was in a healthy position with a good flow of submissions and an increased impact factor. He noted that the Special Issue from the Geneva conference was on track for publication.

## 4. ISCHE London 2014

GM reported on preparations for ISCHE 36, to take place in London July 23-26 on the theme of "Education, War and Peace."

## 5. ISCHE Istanbul 2015

Filiz Meseci Giorgetti from the University of Istanbul reported on preparations to host ISCHE 37 in Istanbul in June 2015 with the theme of "Education and Culture".

## 6. Election of New EC Members

Noah Sobe (NS), ISCHE Secretary noted that the General Assembly needed to fill two vacant positions on the Executive Committee and that in accordance with the procedures established in the existing ISCHE Constitution three nominations had been received. Nelleke Bakker, Joaquim Pintassilgo and Adelina Arredondo, from the Netherlands, Portugal and Mexico respectively, were invited to come to the podium and gave brief statements regarding their interest in serving on the EC. General Assembly members were invited to vote on the ballot slips distributed with the agenda materials. Ballots were then counted and results certified by EC members Marta Carvalho and Barnita Bagchi. NS announced the election results at end of the meeting, congratulating Joaquim Pintassiglio and Adelina Aredondo on their election to serve three year terms on the EC beginning at the conclusion of the 2013 GA.

## 7. Proposed New Constitution

Ian Grosvenor, EC member, presented the rationale for adopting a new ISCHE Constitution which will enable ISCHE to become officially registered as a legal entity and charitable/not-for-profit organization. IG explained the pragmatic reasons for incorporating ISCHE in Germany and the model of adopting a Constitution that will clearly lay out the organization's governance structures but will place the specifics of the procedures and policies by which the organization operates in a set of By-Laws to be drawn up over the coming year and presented to the ISCHE GA in London in 2014. He noted that to the greatest extent possible the new ISCHE Constitution had replicated our existing structure.

Secretary Noah Sobe then served as moderator for a debate on the question adopting a new ISCHE Constitution. Discussion began with a general discussion of and Q&A on the proposed new Constitution. He then invited members to propose amendments to the proposed Constitution, the full text of which (in German and English) had been distributed to membership as part of the agenda package.

Jeroen Dekker introduced an amendment pertaining to the term of the ISCHE President, specifically to delete the following sentence from 6.(5) "He or she may be re-elected once for an immediately consecutive second term of office by the General Assembly." The motion was seconded by Frank Simon. After discussion on the proposed amendment, NS called for a vote by show of hands and the amendment was passed.

Craig Campbell introduced an amendment related to the expulsion of members, specifically to delete the line "- expulsion from the association;" from 4.(3) and also delete the entire 4.(6) paragraph "Any member may be expelled from the association with immediate effect by Executive Committee resolution if he/she/it has acted in gross breach of the association's interests. Prior to such a resolution being made, the member concerned shall be given the opportunity to explain the circumstances of the breach to the Executive Committee in person or in writing within an appropriate timeframe. Any written statement from the member shall be read out at a meeting of the Executive Committee. Once it has resolved to expel a member from the association, the Executive Committee shall inform the member concerned in writing and give reasons for its decision." The amendment was seconded by Manfred Heinemann. After discussion on the proposed amendment, NS called for a vote by show of hands and the amendment was passed.

Kate Rousmaniere then introduced an amendment to change clause 1.(1) so that the name of the association would become the "International Society for the History of Education (ISHE)", the amendment was seconded by Gary McCulloch. After discussion on the proposed amendment, NS called for a vote by show of hands and the amendment was rejected.

Elsie Rockwell then introduced an amendment to create a one year ex-officio position for past presidents, specifically to add an additional sentence to clause 6.(5) that would read "When finishing the term past presidents will continue to serve ex-officio on the Executive Committee during one year." The motion was seconded by Gary McCulloch. After discussion on the proposed amendment, NS called for a vote by show of hands and the amendment was accepted.

There being no further amendments proposed, NS called for a vote to approve the proposed new ISCHE Constitution as amended. Delegates to the General Assembly voted by a show of hands and the motion passed 86 in favor, 0 opposed, 2 abstentions.

#### 8. Miscellaneous Other Business

The Executive Committee then presented the following motion to the ISCHE General Assembly, explaining that the motion would allow the EC to make minor changes to the Constitution just adopted in case changes were dictated by the German courts as a requirement of registration. “The General Assembly empowers the members of the Executive Committee to change and amend the statutes so as to meet the conditions imposed by the register court as a prerequisite for entering the amended statutes adopted on 23 August 2013 in the register of associations, except for amendments relating to the provisions concerning the purpose of the association, concerning the majorities required for elections and resolutions, concerning the expulsion of members, and concerning the accrual of the association’s assets upon its dissolution.” The motion was proposed by Eckhardt Fuchs and seconded by Gary McCulloch. After discussion, NS called for a vote by show of hands and the motion was passed.

EF then asked for a vote by the assembly to approve the minutes of the 2012 ISCHE General Assembly held in Geneva, Switzerland which had been distributed to members as part of the agenda package. No amendments to the minutes were proposed and the minutes were approved by voice vote of the assembly.

EF thanked the assembled delegates and noted his wish for ISCHE members to stay closely involved with the activities of the association across the coming year. Key agenda items for the 2014 ISCHE GA will include discussion of changing ISCHE membership fees and, assuming the new Constitution is successfully registered, discussing and adopting new ISCHE By-Laws.

The meeting was adjourned at 12:45.

Respectfully submitted,



Noah W. Sobe, ISCHE Secretary

Chicago IL, September 8, 2013

**Appendix: Treasurer's Report 2013**INTERNATIONAL STANDING CONFERENCE FOR THE HISTORY OF  
EDUCATION – ISCHE FINANCIAL REPORT 2012-2013

## OPENING BALANCE

Cash in hand 18/06/2012 12,135.76 Euros

(Change in bank account from Ghent final statement for Ghent account 5/02/13:  
11,620.28 Euros)

## INCOME

Miscellaneous income 17.61 Euros

## EXPENDITURE

2012 Conference prize 200.00 Euros

2013 ISCHE conference support loan 1.805.00 Euros

Paedagogica Historica Stichting

(2011 Mexico ISCHE conference) 3,920.00 Euros

Lawyer advice on constitution 240.45 Euros

Total expenditure 6,165.45 Euros

## CLOSING BALANCE

Cash in hand 31/07/2013 5,987.92 Euros

## EXPECTED EXPENDITURE

2013 Conference prize

CISH 2013

## EXPECTED INCOME

2012 Conference ISCHE fee

2013 Conference support loan

2013 Conference ISCHE fee

Gary McCulloch  
ISCHE Treasurer

31 July 2013

### 3. Treasurer's Report 2014

#### ISCHE FINANCIAL REPORT 2013-2014

##### OPENING BALANCE

Cash in hand 31/07/2013 5,987.92 Euros

##### INCOME

2012 Geneva ISCHE conference fee 3210.00 Euros

2013 Riga ISCHE conference fee 6124.62 Euros

Miscellaneous 50.87 Euros

Total income 9385.49 Euros

##### EXPENDITURE

Lawyer 681.00 Euros

CISH 2013 532.00 Euros

2013 ISCHE prize 200.00 Euros

Total expenditure 1413.00 Euros

##### CLOSING BALANCE

Cash in hand 31/06/2014 13,960.41 Euros

#### EXPECTED EXPENDITURE 2014-2015

2014 ISCHE prize

CISH 2014

#### EXPECTED INCOME 2014-2015

2014 London ISCHE conference fee (estimated) 10,000 Euros

Professor Gary McCulloch,

ISCHE Treasurer

1 July 2014

#### **4. Laudation for ISCHE Prize Winners 2014**

The ISCHE Prize is awarded to Flavian Imlig and Thomas Ruoss (University of Zurich, Switzerland) for their paper "Evidence as source of power in school reforms". The paper is clearly written and structured with a strong theoretical base. It offers an exact and rigorous analysis about the uses of "evidence" as a descriptive and persuasive tool in school reforms and in doing so the authors reveal important aspects of the relationship between knowledge and power in education.

## 5. EC Nominations

ISCHE members attending the London General Assembly need to elect two members to the Executive Committee given the completion of Iveta Kestere and Marta Carvalho's three-year terms. The following six candidates have been nominated by their respective national history of education associations. Statements and one-page CVs for each candidate follow on the subsequent pages.

Grace Oluremilekun Akanbi (Nigeria)

Iveta Kestere (Latvia)

Fabio Pruneri (Italy)

Rebecca Rogers (France)

Myriam Southwell (Argentina)

Kay Whitehead (Australia)

## **GRACE OLUREMILEKUN AKANBI PhD**

Grace Oluremilekun Akanbi was born 54 years ago in Ode-Omu, Osun State, Nigeria. She is a professional teacher to the core having passed through all the recognised certification processes in Nigeria and registered with the Teachers Registration Council of Nigeria. (OY/T/00561) At the Nigeria Certificate in Education level, she **won a prize as the student with outstanding overall academic performance in the final examinations**. As a result of this she was admitted to the University of Ilorin, Nigeria, for a two-year degree programme between 1985 and 1987. She obtained her M.Ed and PhD in History and Policy of Education from the same University in 1994 and 2001 respectively. She is a Fellow, Historians of Education Development Society of Nigeria.

**Working Experience:** She started her career as a teacher with the Ife Divisional Schools' Board in 1978 and she was employed immediately after her first degree in 1987 to the services of Emmanuel Alayande College of Education, Oyo, as an Assistant Lecturer where she rose through the ranks to the position of a Chief Lecturer in 2006. She had served in about 48 committees in the College and has been saddled with so many responsibilities such as:

- Head of Department, Educational Foundations 2001-2004.
- Member, Academic Board, 2001-2004.
- Member, Sub-Committee of Appointment and Promotion Committee, 2006-2011.
- Academic Board Representative in the Committee on Appointment and Promotion (Academic Staff), 2006-2011.
- Director, Centre for Preliminary Studies, 2007-2011.

She is currently on sabbatical leave in the University of Ibadan Distance Learning Centre, Nigeria, where she has been saddled with the responsibility of editing of education course materials. She is an External Examiner to several Colleges of Education in Nigeria.

### **Research and Publications**

Dr. Akanbi has 28 National and International Seminar and Conference Papers, 30 Journal articles, 7 Chapters in books and 12 co-authored text books. She had edited 3 works including a course material for the National Open University of Nigeria.

### **Attendance at Learned Conferences**

Dr. Akanbi had attended 50 learned conferences both local and international. Notable is her consistent attendance of International Standing Conference for the History of Education (ISCHE) since 2007 in Hamburg, Germany, 2008 in Newark, New Jersey, United States of America, 2009 in Utrecht, Netherlands, 2010 in Amsterdam, Holland, 2011 in San Luis Potosi, Mexico, 2012 in Geneva, Switzerland, 2013 in Riga, Latvia and here in London in 2014.

### **Professional Associations**

She is a member of several professional associations such as:

1. Colleges of Education Academic Staff Union (COEASU)
2. Nigerian Association of Educationists for National Development (NAEND).
3. Historians of Education Development Society of Nigeria (HOEDSON).
4. Society of Education Administrators of Nigeria (MSEA).
5. International Standing Conference for the History of Education (ISCHE)
6. International Congress of Historical Sciences (ICHS)

## **CONNECTING AFRICA TO THE REST OF THE WORLD THROUGH HISTORY OF EDUCATION**

In 2006 when we were encouraged to form an association of Historians of Education in Nigeria in affiliation with the International Standing Conference for the History of Education (ISCHE) and to be attending ISCHE conferences regularly, it was received with enthusiasm. At the first meeting, I was unanimously chosen as the first vice president of the association, subsequently, prompt action was taken which led to the first National conference of the association in December 2006. Therefore, since 2007, I have attended and presented papers during ISCHE conferences with other participants from Nigeria. The challenge, however, has been, making other historians of education in other African countries, especially West Africa, apart from Nigeria, to attend the conference. It is my intention if elected, to make it a point of duty and a matter of urgency to mobilise historians of education in this sub-region to attend this annual international gathering and contribute their own quota to the growth of this unique academic body.

Knowledge they say is power and, information is life, when people are not well informed about any organisation it is doubtful whether they will appreciate its objectives and goals talk less of showing interest in becoming members. The gains of my attending ISCHE since 2007 are unquantifiable both intellectually and socially. It has given me and other participants from Nigeria to be vanguards for the teaching of history in schools in Nigeria. If elected therefore, I promise to be a link between African Historians of Education and ISCHE which to me is a necessity in order to harmonise ideas and policies of education globally.

The leadership of ISCHE has been so wonderful in encouraging and mentoring young academics, this I wish to emulate by encouraging young historians of education especially in Africa to become registered members of ISCHE.

It is also gratifying to note that ISCHE has a blend of culture where everybody is recognised and warmly loved not minding colour and race, thereby creating a conducive atmosphere for learning and sharing ideas. This has given me a sense of belonging into a family where everybody is relevant and wanted especially by the elderly ones, I wish this election would confirm my sincere observations and views about this unique association.

I promise to hold the ideals of ISCHE in high esteem, to contribute my own quota to the progress of the organisation and not to involve in any activity that will be detrimental to the progress of ISCHE.

Thank you all

Grace Oluremilekun Akanbi

## STATEMENT

### by Iveta Kestere for nomination in the ISCHE Executive Committee

Dear ISCHE President, members of ISCHE Executive Committee and historians of education,

My work experience is associated with research and lecturing at the University of Latvia where I have been a scholar and professor in history of education for almost 30 years. I really enjoy sharing my ideas and findings with all my students – from bachelors to doctoral ones.

My main academic interests focus on the research methodology of the history of education, the history of educational sciences, education under dictatorships, and the history of the teaching profession. I am the editor and co-author of nine books published in Riga and the author of numerous articles in the history of education published in Latvian, Russian, English and German. I can communicate, read and write in all these four languages.

Since years, I am involved in numerous social activities in the field of the history of education. I am a Board member of the Baltic Association of Historians of Pedagogy (BAHP), a member of the Editorial Board of the scientific journal *Acta Paedagogica Vilnensia* and frequently – one of the promoters and organizers of international conferences in Latvia. Due to these activities, I have developed over time considerable organizational skills.

I am an active member of ISCHE since 2002 and a member of the Executive Committee since 2011. I have made known ISCHE and its activities in the Baltic States. The number of Baltic participants has risen significantly during the few last years. In the same time, through the ISCHE network we have met great scholars from Europe and North and South America, who made a valuable contribution to the development of the education history in Baltics.

BAHP and the University of Latvia had the privilege to host and organize ISCHE in Riga in 2013. I was the Chair of Local Organizing Committee (LOC). It was a unique challenge and great experience in result. We managed to attract altogether 236 participants from 32 countries, and it was a quite considerable number for such a relatively small country as Latvia. Therefore I and my colleagues from LOC were really proud and happy receiving many compliments and nice comments regarding ISCHE in Riga after the event.

I hope very much that my ISCHE Riga experience could be helpful for future organizers of the conference. It was one of the reasons why I decided to apply for the next term in ISCHE Executive Committee. As a member of the Committee, I am looking forward to continue to raise the profile of ISCHE and promote the awareness of its activities in the Baltic States. I am also looking forward to use my knowledge and academic networks to facilitate a regular and fruitful cooperation between historians in the former Eastern bloc and those in the Western World – the endeavour which was one of the purposes for the creation of ISCHE in 1979.

Sincerely,



Prof. Dr. Iveta Kestere  
Faculty of Education, Psychology and Art  
University of Latvia  
Jurmālas gatve 74/76, Rīga LV 1083  
Email: iveta.kestere@lu.lv

## IVETA KESTERE

**Birth date and place** April 3, 1960; Riga, Latvia

**Address** Jūrmalas gatve 74/76, Rīga, LV- 1083, Latvia

**E-mail** iveta.kestere@lu.lv

**Scientific degree** Doctor of educational sciences (Dr. paed.)

**Expertise** Expert at the Latvian Council of Science

### Work experience

**Since 2014** Professor at the Faculty of Education, Psychology and Art, University of Latvia

**2007 – 2014** Chief Researcher at the Institute of Pedagogical Sciences, University of Latvia

**1984 – 2007** Lecturer, Senior Lecturer, Docent and Associated Professor at the Faculty of Education and Psychology, University of Latvia

**1982 – 1984** Teacher, Riga 49<sup>th</sup> Secondary School

### Education and additional education

**1984 – 1989** Doctoral studies at the Chair of Pedagogy and Psychology, Latvian State University

**1978 – 1983** Studies at the Faculty of History and Philosophy, Dept. of History, Latvian State University

**January – June 2009** Visiting scholar at KU Leuven, Belgium

### Publications

The author of numerous articles devoted to history of education published in Latvian, English, German and Russian. The author or co-editor of 9 books; among them *History of Education and Pedagogical Thought in the Baltic Countries up to 1940: an Overview* (2009), *The Visual Image of the Teacher* (2012), *History of Pedagogy and Educational Sciences in the Baltic Countries from 1940 to 1990: an Overview* (2013).

**Grants** Chair and researcher at the research projects developed by Latvian Council of Science (since 1998), University of Latvia, Riga City Council, University of Ferrara (Italy)

**Teaching activities** Development of 7 study courses in the history of education; supervisor of 5 doctoral theses and numerous master theses

### Public activities

**Since 2014** Member of the Editorial Board of *Acta Paedagogica Vilnensia*, Lithuania

**2013** Chair of the Organizing Committee of ISCHE 35 in Riga

**Since 2002** Member of ISCHE and **since 2011** member of the Executive Committee of ISCHE

**Since 2010** Member of the Board of the Baltic Association of Historians of Pedagogy

**Since 2006** Member of the Council at the Museum of Pedagogy, University of Latvia

### Academic interests

Research methodology for the history of education, the history of educational sciences, education under dictatorship, and the history of the teaching profession

**Languages** Latvian – native; Russian – fluent, English – fluent, German – sufficient for communication and reading

Dear friends of ISCHE and dear colleagues,

just some words to present myself, my name is Fabio Pruneri, I live near Milan but I commute to Sardinia where I've been teaching history of Education since 2000. I've been involved in ISCHE since 2004; ten years during which I have seen the great job made by colleagues who have served the Executive Committee in order to find ways of spreading ISCHE. They made efforts to develop web presence; to increase support for graduate students; to promote small international workshops; to encourage history of education research and to network in different areas of the world. I would also like to thank warmly the members of the Organizing Committee of past conference that have been a cornerstone for my intellectual life and to enhance professional relationships. I've reached many achievements in my "international" life as "normal" member of ISCHE: I was involved in the "Board of Paedagogica Historica" (2011) and I spent four months in the Institute of Education University of London as visiting fellow (2013). I also succeeded in encouraging many Italian colleagues to participate to International Standing Conference and their papers have been published; young Italian scholars have been involved in summer schools; lastly, I am happy that, thanks to ISCHE friendship, some colleagues have come to Italy for seminars, lessons, research exchanges.

In forty years the growth of ISCHE has been exponential and impressive, but recently we have witnessed the dramatic cuts in humanities research and above all in history of education within university curricula. The socio-economic crisis has had an effect on European countries and has struck Mediterranean nations in a much stronger way than in the rest of Europe causing the need to justify, defend and sometime even apologize our subjects as a minor field compared to empirical research in psychology, sociology, economy ... This disciplinary uncertainties require new teaching practices, new interpretative analyses and advancements of theoretical and critical understanding.

I have decided to run because I want to get to improve the relationships among the historical countries which founded ISCHE forty years ago and the peripheral areas of the world. This is not only the voice of a southern European country between Africa and the heart of Europe, but that of a professor of university in Sardinia, a university in an island, which could be a metaphor, of all the lonely higher institutions which do not resign to be isolated.

I know that a lot of gaps remain between different countries: it is a great deal that ISCHE has relations with less than 20 nations, but it also means that most of the world is totally unknown. The cost of journey and even the language difficulties are strong barriers, but the good news is that electronic meetings, the use of "cloud" resources and sharing documents are cheap and handy tools. My intent as an Executive member will be the use of web 2.0 technologies to facilitate the achievement of the aims of our Society through further networks and smaller and flexible meetings.

I am sure we can diversify connections in the virtual world, but I think that face to face meetings are the best. For the next years "Erasmus +" program could facilitate teaching, research and reflection in the field of history of education not only among the 28 countries in Europe, but also within Non EU Programme Countries (from Switzerland to Turkey, from Republic of Macedonia to Norway) and partner countries neighbouring the EU. Lastly, I believed that English has a prominent role in a global world but I would like to preserve multilingualism both as an opportunity to get to know other cultures and as an aspiration to be united in diversity.

I see myself as an apprentice, but the lack of experience will be compensated by my enthusiasm: I am ready to work and I wish all my support to the candidates who will be elected.

Ciao, a presto ...

Fabio Pruneri, Casirate d'Adda

24/06/2014

**CV** Fabio Pruneri, (Treviglio - Italy - 29/12/1967)

Associate professor, in December 2013, he awarded a university professorship habilitation in pedagogy and history of education, of History of Education at the Department of History, Human Science and Education, University of Sassari (Sardinia).

From 1997 to 2000 Pruneri Fabio collaborated in cataloguing and researching for the “Archive for the History of Education in Italy” at the Catholic University of Brescia, where in 1993 had his PhD in pedagogy. He has been member, as coordinator, of the editorial staff of the journal “Annali di Storia dell’Educazione e delle Istituzioni Scolastiche”. From 2011 member of the editorial board of “Paedagogica Historica” International Journal of the History of Education. From May to September 2013, Visiting Fellow at the Institute of Education, University of London.

From 2004 he has participated to the International Standing Conference of History of Education (ISCHE), he presented his papers in the conferences in Geneva (2004), Umea (2006), Hamburg (2007), Utrecht (2009), Amsterdam (2010), Geneva (2012) and Riga (2013). Other international conferences: Cambridge (2008), Berlin (2011, EERA Conference). He is Erasmus coordinator (Institute of Education, University of London; Universidad de Oviedo; Facultat d’Educació, Universitat de les Illes Balears Palma di Maiorca; Jan Amos Komenský University of Prague).

His basic areas of research are the following ones: Teaching methods; Masonry and education in the History of education; Relation between centralism and deregulation in the history of Italian school; School policy and ideology from the Modern age to the XXI century; Italian policy with a peculiar reference at the Italian Communist Party; Education during the postwar period; School reforms in the XXI Century; Education and globalization; childhood and ideology.

He boasts publications in Italian and International scientific journals and various books, such as:

- Fabio Pruneri, “Tempo e Aprendizado. O modelo de Ratio Studiorum do século ao XVI ao XIX Time and learning. The model of Ratio Studiorum from the XVI to the XIX century,” *Contrapontos* 13 (2013): 226–37, doi:<http://dx.doi.org/10.14210/contrapontos.v13n3.p226-237>;
- . “„The Mass Is Ended, Go in Peace“,” *Bildungsgeschichte (Bad Heilbrunn)*, 2012, 86–88;
- . *L’istruzione in Sardegna 1720-1848* (Bologna: il Mulino, 2011);
- . “I ‘dieci comandamenti’ per la Storia dell’educazione,” *Annali di Storia dell’educazione e delle Istituzioni Scolastiche* 18 (2011): 431–37;
- . and Angelo Bianchi, “School Reforms and University Transformations and Their Function in Italy from the Eighteenth to the Nineteenth Centuries,” *History of Education* 1 (2010): 115–36, doi:10.1080/00467600903464892;
- . “The Risk of Freedom. Young People and National Rebuilding in Italy after World War II” in *Children and Youth at Risk*, ed. Christine Mayer, Ingrid Lohmann, and Ian Grosvenor (Berlin Bern Bruxelles Frankfurt – DEU: Peter Lang, 2009), 71–82;
- . *Oltre l’alfabeto. L’istruzione popolare dall’unità d’Italia all’età giolittiana: il caso di Brescia* (Milano: Vita e Pensiero, 2006);
- . *La politica scolastica del partito comunista Italiano dalle origini al 1955* (Brescia: La Scuola, 1999).

Rebecca Rogers  
Statement for ISCHE Executive Committee

I first attended an ISCHE conference in 1990 in Prague shortly after defending my dissertation at the *École des Hautes Études en Sciences Sociales* in France (1987) and getting my first academic job at the University of Iowa in the United States (1989). Since then I have regularly attended meetings and above all established long term collegial and amicable relations within this international community of historians of education. Thanks to these relations, I published a special issue of the French journal, *Histoire de l'éducation* on women teachers with Dutch colleague Mineke van Essen, drawing on papers delivered at the ISCHE conference in Paris (2002). More recently, I joined forces with British colleague Joyce Goodman and American colleague Jim Albisetti to publish a volume of essays about girls' secondary education in the Western World, where we drew heavily on our international network forged within the ISCHE community, thanks in part to the Standing Working Group on gender. This spring I was solicited to write an essay about *Paedagogica Historica* for the 50<sup>th</sup> anniversary volume of the journal. Working on this article highlighted for me the diverse nature of our community and the importance of networking to preserve that diversity.

Running for the executive committee is, thus, a way to give back to the network some of the benefits I have reaped from my encounters over the years. I would bring to this position thirty years of experience researching the history of French girls' education, as well as a longstanding interest in historiography and the making of the field of the history of education. I have even done a little research on the history of ISCHE and *Paedagogica Historica* in the context of a collective research project I am co-directing on post-war research in education. In my historiographic essays I draw on my familiarity with a variety of national cultures: France where I live and teach, the United States where I was initially trained and taught, and Great Britain (where I have done some research). Over the years I have also interacted with scholars in Switzerland, Belgium, the Netherlands, and Luxembourg notably in workshops for young scholars and doctoral students. Given my status as a dual national, I am thoroughly committed to promoting dialogue across national borders and my own research increasingly draws on comparative or transnational perspectives, particularly in the area of gender and colonial education (my most recent book deals with Muslim girls' education in Algeria).

In France, I am on the board of *Histoire de l'éducation* and currently the Vice President of the Association founded to promote the history of education (ATRHE). As an historian, now working within an education department, I am convinced of the need for dialogue across disciplinary boundaries as well and have sought within ATRHE to promote better communication amongst scholars interested in education. I see joining the executive committee of ISCHE as a way to encourage the French community of scholars to participate more actively on an international level. My own familiarity with this community as well as my fluency in both French and English are clearly an asset that could be put to use within the committee to consider ways to attract francophone scholars to ISCHE.

I would like to conclude by mentioning my commitment to graduate training. In France I attract masters and doctoral students originating from the former French colonies (North and Sub-Saharan Africa and Vietnam) who are not well represented in ISCHE, but who are intensely interested in the history of education. Working on ways to get them involved in ISCHE is the sort of challenge I would welcome.

## CURRICULUM VITAE

Rebecca E. Rogers

rebecca.rogers@parisdescartes.fr

### EMPLOYMENT HISTORY

Full Professor in the history of education, dept. of Education, Université Paris Descartes, 2006-present

Visiting Associate Professor, dept. of History, University of Michigan, Ann Arbor, spring 2004.

Maître de conférences, Institut d'histoire contemporaine, Université Marc Bloch Strasbourg, Sept. 1994-2006.

Assistant Professor, Dept. of History, University of Iowa, Iowa City, U.S.A. (promotion to Associate Professor, spring 1994) 1989-1994.

### EDUCATION

Habilitation Thesis, Université de Paris I—Panthéon-Sorbonne, December 2001.

Ph.D. (Doctorat d'Etat Nouveau Régime) History, École des Hautes Etudes en Sciences Sociales, Paris, December 1987.

A.B., Modern European History, Harvard University, June 1981.

### PROFESSIONAL SERVICE (in history of education and women's and gender history)

#### *In France:*

*Association transdisciplinaire pour les recherches historiques sur l'éducation-ATRHE*, Vice President since origins, 2011; *Histoire de l'éducation*, editorial board since 2003; *Clio: Femmes, Genre, Histoire*, editorial board since 2005.

#### *Board member of following international journals:*

*Historical Studies in Education. Revue de l'Histoire de l'éducation* (Canada), since 2007 ; *H-France*, since 2010 ; *History of Education Quarterly*, 1994-1997; 2010-2013; *Pædagogica Historica*, since 2011 ; *Zeitschrift für historische Bildungsforschung / International Journal for the History of Education* (German and Swiss journal), since 2011 ; *History of Education Review* (Australian and New Zealand journal), since 2013.

### SELECTED PUBLICATIONS

*A Frenchwoman's Imperial Story : Madame Luce in Nineteenth-Century Algeria* (Stanford, Stanford University Press, 2013), 288 p. [**runner-up for the Pinkney Prize in French history, 2014**].

Editor with James Albisetti and Joyce Goodman, *Girls' Secondary Education in the Western World, XVIIIth-XXth century*, edited (New York, London, Palgrave Macmillan, 2010, pb 2014), 223 p.

Editor of special issue with Pierre Caspard and Jean-Noël Luc, « L'éducation des filles. XVIIIe-XXe siècles. Hommage à Françoise Mayeur », *Histoire de l'éducation*, 115-116, 2007, 277 p.

*From the Salon to the Schoolroom: Educating Bourgeois Girls in Nineteenth-Century France* (University Park, Penn State University Press, 2005), 335 p. [**received prize for best book in the history of education in 2007 –History of Education Society, GB**].

Editor, *La mixité dans l'éducation : enjeux passés et présents* (Lyon, Ecole Normale Supérieure-Editions, 2004), 240 p.

*Les Demoiselles de la Légion d'Honneur. Les Maisons d'éducation de la Légion d'honneur au dix-neuvième siècle* (Paris, Editions Plon, 1992; 2nd edition Perrin, 2006).

La Plata, June 16, 2014

Dear ISCHE Colleagues,

I'm very happy for the nomination made me South American Societies and Iberian American Societies on History of Education to be a member of the ISCHE Executive Committee (EC).

I belong to this academic movement since 1995 when an important group of professors from different universities created Argentinean Society on History of Education. From this creation we worked hard to expand academic research on history of education and to reinforce academic exchange with other groups with local, national and international experience. From the very south we were contributed to have an interesting field of formation and work.

A few years ago I had the honor of being President of the Argentinean Society on History of Education during four years (2008-2012). From that position I was able to systematically share with many colleagues ISCHE members, deepening productive academic links. Now, a distinguished group of colleagues suggested me to this new challenge.

Also, we are very excited about preparing to celebrate ISCHE 39 in Buenos Aires in 2017, we will do our best to have an excellent Congress to all of us. For this reason, my postulation is intended as a contribution to link shared efforts and encourage broad participation in the region.

I would like to express my commitment to contribute on international contact, intellectual exchange and co-operation between all those who work in the field of the History of Education from ISCHE Executive Committee if I am elected to that post. I have special interest in promoting diversity and participation from different latitudes and support new colleagues to expand and grow our field of knowledge.

Sincerely,



Myriam Southwell, PhD  
Member of the Argentinean Society of  
History of Education

### Myriam Southwell - CV

- Professor in Educational Sciences. Faculty of Humanities and Educational Sciences. *Universidad Nacional de La Plata*, Argentina, 1993. Equivalent to a B. A in Educational Sciences. Faculty of Humanities and Educational Sciences. *Universidad Nacional de La Plata*, Argentina, 1995.
- Master degree in Social Sciences. Latin American School of Social Sciences (FLACSO for its acronym in Spanish), Argentina, 1996-1998.
- Ph D. University of Essex, England. 1998-2002.

#### Professional Expertise

From 2006 Professor of History of Latin American Education at the Faculty of Educational Sciences of the *Universidad Nacional de La Plata*

From 2005 Researcher of the CONICET (National Council of Scientific and Technical Research, Argentina) from 2005. Actually, Independent researcher.

From 2009 Director of Doctoral Programme in Education, *Universidad Nacional de La Plata* (Argentina)

2008 President of the Sociedad Argentina de Historia de la Educación (*Argentinian Society on*

2012 *History of Education*)

#### Some Recent Publications

Arata N. - Southwell M. (Comp) (In press) *Pasado, presente y futuro de la educación en América Latina: Un balance historiográfico*, UNIPE Ed.

Southwell, Myriam - Jorge Bralich (2014) *Reflexiones sobre el Congreso Pedagógico Internacional de 1882*, Montevideo, Tradinco Ed.

Southwell, Myriam (2013) "Schooling and Governance: Pedagogical Knowledge and Bureaucratic Expertise in the Genesis of the Argentine Educational System". *PAEDAGOGICA HISTORICA*. Londres: Routledge. 2013 vol.49 n°1. p – 43-55.

Southwell Myriam (2013), "[Teaching Work and Social Demands - Research Cases from the Political Discourse Analysis](#)" in *Transnational Curriculum Inquiry Journal*, Vol 10, No 1 (2013), International Association for the Advancement of Curriculum Studies pp 67-79.

Southwell, Myriam - Antonio Romano (Comp) (2013) *La escuela y lo justo: ensayos acerca de las medidas de lo posible* - La Plata: UNIPE: ed.

Southwell, Myriam y Arata Nicolás, (2011) "Aportes para un programa futuro de historia de la educación argentina" in *History of Education & Children Literature*, Universita Degli Studi De Macerata, Italia, 2011. ISSN 1971-1093. <http://www.hecl.it/>

Myriam Southwell "Vecinos, niños y educadoras: ciudadanía y escolarización en la Buenos Aires del siglo XIX" in Frago Anayanci (Comp.) *Historias de Mujeres e Infantes en Latinoamérica*, México D.F., being printed; 2011.

Schueler Alessandra y Southwell Myriam (2009) "Formação do Estado nacional e constituição de corpos docentes (1820-1980): profissionalização da docência no Brasil e na Argentina em perspectiva comparada" en Ascolani A. y Vidal D. (comp) *Reformas educativas no Brasil e na Argentina: ensaios de história comparada da educação (1820-1980)*, Cortez Editora, Brasil. ISBN 978-85-249-1518-5.

## Kay Whitehead

[Kay.whitehead@flinders.edu.au](mailto:Kay.whitehead@flinders.edu.au)

I first attended ISCHE in Sydney, Australia, in 2005. Since then, I have attended and presented papers regularly at ISCHE conferences, participated in the 'Gender and Education' Standing Working Group and represented ISCHE on a panel at the 2010 World History Congress in Amsterdam. ISCHE conferences have always been stimulating intellectual, professional, social and cultural experiences for me. I have particularly appreciated ISCHE as a forum for historians of education from all corners of the globe and the opportunities to travel to diverse locations – New York, San Luis Potosi, Riga etc. I should be honored to be elected to the ISCHE Executive Committee for the period 2014-2016.

I am currently Deputy Dean in the School of Education at Flinders University in South Australia. This School offers programs in initial teacher education and postgraduate studies. I give many guest lectures each year on the history and politics of education to both undergraduate and postgraduate students, as well as teaching a core topic in the Master of Teaching degree. However, my main role is administration and working with 80 academic and professional staff. I share most responsibilities with the Dean but take the lead in workload matters, and the induction, mentoring and support of new staff and 'Early Career Researchers'. The latter has been a longstanding interest during my academic career. I also lead the School of Education's submission to Australia's research assessment exercise, the 'Excellence in Research for Australia' (ERA). I am very interested in the ways in which research quality is measured in different national contexts.

My current research is situated in the burgeoning field of transnational history. I also draw on the 'new' imperial history to study the transnational flow of people, practices and ideas in the early twentieth century, mainly in the white settler dominions / nations of Australia, New Zealand, Canada, South Africa, the United States of America, and also the United Kingdom. I have been exploring the lives and work of women educators who travelled internationally in connection with their careers. They include migrants, sojourners and exchange teachers (who worked in another country for one year while retaining their permanent positions at home). In this research, I am interested in disrupting the metropole/periphery binary and in understanding how teachers portrayed the lands, people and school systems, curriculum and pedagogies they encountered overseas. In future work, I intend exploring the significance of travel in the construction of teachers' professional identities and career paths. As the attached CV details, I publish my research in a wide range of journals: I am committed to ensuring that the history of education is published in mainstream history and education journals as well as our specialist history of education publications.

My nomination for the ISCHE executive is endorsed by the Australian and New Zealand History of Education Society (ANZHES). I joined ANZHES in 1990 and have served the society in various capacities, including organizing conferences in my home city of Adelaide. With Associate Professor Craig Campbell and Dr Helen Proctor, I am also co-editor of the ANZHES-sponsored *History of Education Review*. I should be delighted to use my knowledge and skills in the service of ISCHE in the forthcoming years.

## Kay Whitehead

[Kay.whitehead@flinders.edu.au](mailto:Kay.whitehead@flinders.edu.au)

Professor of History of Education  
Deputy Dean  
School of Education, Flinders University, Adelaide, South AUSTRALIA

### Employment

1998 – present Flinders University  
1996 – 1997 Associate Lecturer, University of Canberra  
1991 – 1996 Casual tutor, University of South Australia

### Most recent publications

Whitehead, Kay, 2012, 'Transnational connections in early twentieth century women teachers' work', *Paedagogica Historica*, vol. XLVII, no. 3, pp. 381-390.

Whitehead, Kay, 2012, 'Gipsy Hill Training College graduates: Once, always and everywhere a modern woman teacher in the interwar years', *History of Education*, vol. 44, no. 5, pp. 617-636.

Whitehead, Kay, 2013, 'Work life balance and wellbeing, and the un/changing nature of teachers' work', *Education Research and Perspectives*, vol. 40, pp. 255-275.

Whitehead, Kay and Krieg, Susan, 2013, 'Herstories': Using an historical lens to examine continuities and changes in early childhood teacher education' *Australasian Journal of Early Childhood*, vol. 38, no. 4, pp. 116-123.

Whitehead, Kay, 2014, 'Exchange teachers as 'another link in binding the [British] Empire' in the interwar years' *Historia Social y de la Educacion / Social and Education History*, vol. 3, no. 1, pp. 1-24.

Whitehead, Kay, 2014, 'Kindergarten teachers as leaders of children, makers of society' *History of Education Review*, vol. 43, no. 1, pp. 2-18.

Whitehead, Kay, 2014, "'Mrs Hillier begs to inform ... the Public of Adelaide that she has opened a school": Education in the early years of settlement in South Australia' *Journal of the Historical Society of South Australia*, (in press).

Whitehead, Kay, 2014, 'Mary Gutteridge (1887-1962): Transnational careering in the field of early childhood education' in Tanya Fitzgerald and Elizabeth Smyth (Eds) *Women Educators, Leaders and Activists 1900-1960: Educational Lives and Networks*, Palgrave Macmillan, New York.

Whitehead, Kay, 2014, 'Contextualizing and contesting national identities: Lillian de Lissa, 1885-1967', in Linda Morice and Laurel Puchner, *Life Stories: Exploring Issues in Educational History Through Biography*, Information Age Publishing, Charlotte, NC., pp. 233-252.

Whitehead, Kay, 2015, 'Women educators and transnational networking in the twentieth century nursery school movement', *Women's History Review* (in press).

### Professional Service

Co-Editor: *History of Education Review* 2013-present  
Editorial Boards: *History of Education*, *Vitae Scholasticae*, *Curriculum Perspectives*  
Australian and New Zealand History of Education Society – Vice President 2002-2003, President 2004-2006,  
Executive Committee 2007-2008, 2012-present

## **6. By-Laws of the International Standing Conference on the History of Education (ISCHE)**

The following set of Byelaws has been approved by the ISCHE General Assembly and will be reviewed and updated on a regular basis (Effective: 26 July 2014).

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## 1. ISCHE Executive Committee (EC)

The General Assembly is the overall governing body and the EC is constitutionally sanctioned to act on its behalf. The EC meets regularly, at least twice a year. Agendas and minutes are produced for all meetings. The EC prepares for and carries out decisions and plans approved by the General Assembly. The EC's main agendas, new initiatives, and directions with regard to activities or interpretations of regulations are usually negotiated in EC meetings prior to being brought to the General Assembly for action. Only one member from a country may normally serve on the ISCHE Executive at any given time, except for the co-opted members. Each member of the EC – except for the President, the Secretary, and the Treasurer can be assigned to special tasks or functions, such as website manager, the contact person for the Standing Working Groups, or the ISCHE representative at the Comité International des Sciences Historiques.

### 1.1 President

Overall:

The key function of the President is to enable the EC to make strategic decisions and plans in relation to ISCHE's long-term goals and the scientific and political context. The President also has overall responsibility for executing EC's decisions.

Specific responsibilities:

- The President in collaboration with the EC is responsible to the General Assembly for the overall activities of ISCHE and the maintenance of ISCHE's Byelaws.
- Identifies and connects to relevant external scientific, administrative and political stakeholders when preparing strategic decisions for the GA.
- Acts as ISCHE Representative to the world at large in collaboration with the EC.
- Prepares for and chairs EC meetings.
- Cultivates the relations with individual members and member associations. This encompasses negotiations with potential member associations.
- Is responsible with the EC and the LOCs for the general planning and running of ISCHE conferences.
- In collaboration with the EC the President develops strategic plans and activities that target emerging researchers' professional development.
- The President, the Secretary, and the Treasurer are responsible for negotiating contracts with ISCHE Local Organising Committees.

### 1.2 Secretary

Overall:

The key role of the Secretary is to maintain a clear overview of ISCHE and its activities in order to identify significant opportunities and problems. In pursuit of this objective, the Secretary will work closely with the EC. The Secretary will take special responsibility for monitoring the internal workings of ISCHE and the application of the byelaws.

Specific responsibilities:

- The Secretary together with the President, Treasurer, members of EC determines and implements academic policies and goals.

- Maintains an overview of the administration of ISCHE and ensures that ISCHE's infrastructure is properly functioning
- Designs and develops effective systems to monitor and evaluate ISCHE's performance in relation to its policies and goals.
- Works in collaboration with the President to provide input with regard to preparation with the local organisers, including participation in the group discussing the conference theme and keynotes, or other key events.
- Is charged with the maintenance of official ISCHE records including the preparation of EC and GA meeting minutes. After the end of a President's term the Secretary transfers all records related to the work of the EC and the activities of ISCHE and created during the President's term to the official ISCHE archive in Berlin within one year.

### 1.3 Treasurer

Overall:

Together with the President and Secretary the Treasurer contributes to the administration and development of ISCHE. The Treasurer is responsible for the management of the financial affairs of ISCHE to allow the association to grow and develop. In pursuit of this objective, the Treasurer works closely with the ISCHE EC.

The financial conduct of the ISCHE Treasurer, President and Secretary is monitored through the annual financial statement of an external auditor. The annual financial statement is issued on the basis of an annual financial report produced by an external tax consultant. All financial transactions have to abide by the ISCHE Constitution and the duties arising from the status as a charitable organisation ("Gemeinnützigkeit") based on the stipulations of the German tax code (§ 52 Abgabenverordnung).

The EC may authorize the Treasurer, another EC member or another ISCHE member to communicate with the German notary and to handle the annual tax issues with the German authorities. If this individual is not an EC member he or she may be invited to attend EC meetings without any voting rights.

Specific responsibilities:

- The Treasurer with the support of the EC develops, determines and implements financial policies and procedures, such as the budget structure, membership fee structure, payment and book-keeping procedures, refunding policies, procedures for claiming travel costs and subsistence, and budget requirements.
- Advises EC on planning annual budgets and funding for special activities.
- Introduces the annual report of the auditor to GA.
- Provides input into financial matters regarding preparation with the local organisers of the upcoming and forthcoming annual conference, seasonal schools, and other activities.
- Monitors ISCHE's financial administration and ensures that ISCHE's financial procedures are properly functioning.
- Monitors banking costs, (online) payment procedures, interest rates.
- Monitors the ISCHE account and money transfers.
- The auditor shall present to the Treasurer at least once a year an audit report to be presented by the Treasurer to the next General Assembly.
- All monetary transfers have to be approved beforehand by the Treasurer and either the President or the Secretary, and reported expeditiously to the EC.

- The President may monitor the accounts, too and will have access rights to manage them as well, but he/she should only use the accounts actively if the Treasurer is prohibited from doing so.

#### **1.4 Graduate Student Representative**

The role of student member of Executive Committee is to represent the interests of those entering the field, particularly in relation to the annual conference of that year. The Local Organizing Committee that is considering a student to appoint to this position should consider the following:

- The representative needs to have the time to take on certain initiatives, for example, setting up and monitoring a student email account, helping match students who are looking for roommates at ISCHE, plan a student lunch or dinner at the conference etc.
- The representative must be able all Executive Committee meetings held during his or her term of office.
- The representative will need to be able to serve as one of the appointed members of the ISCHE Prize Committee in the months following the ISCHE conference.

The Graduate Student Representative nominee must be approved by the EC and will serve a one year term which begins at the end of a given year's GA meeting and runs through the following year's GA meeting.

#### **1.5 Co-Opted Members**

In addition, the current Managing Editor of *Paedagogica Historica* or a representative nominated by him or her serves a co-opted member of the EC. This person serves as long he or she acts as current PH editor.

Further, the EC may elect to co-opt one further additional member to serve a one or two year term.

#### **1.6 Meetings of EC**

The EC regularly holds two annual meetings, the first of which typically takes place in the first half of each year at the annual conference location. EC members are responsible for their own travel costs, however accommodation and meals are to be provided by the Local Organising Committee.

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

The EC second annual meeting takes place during the annual conference. Additional meetings may be called by the President with a one-month advance notice required to be given to EC members.

## 1.7 Nominations to the EC

The Secretary is charged with announcing to membership and affiliated associations upcoming vacancies on the EC. The Call for Nominations should indicate that nominations must be received at least one month in advance of the GA. Individuals may be nominated for the EC either by an affiliated association or by two individual members of ISCHE. All valid nominations received will be slated on the elections ballot and candidates will be asked to provide a 1-page CV and 1-page statement for distribution at the GA meeting.

## 2. General Assembly (GA)

### 2.1. Organization of General Assembly

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

### 2.2. Elections to the Executive Committee

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

## 3. Membership

### 3.1 Individual membership

Every scholar who is interested in the field of history education and shares the aims of ISCHE is eligible for individual membership by registering at the ISCHE website. ISCHE offers several different kinds of individual membership:

	No Subscription to <i>Paedagogica Historica</i>	With Subscription to <i>Paedagogica Historica</i> (online, p.a.)	With Subscription to <i>Paedagogica Historica</i> (print and online, p.a.)
Standard Membership	25€	65€	80€
Student Membership	10€	50€	65€

ISCHE annual membership corresponds to the calendar year, January 1 to December 31st. Individuals who join ISCHE part way through the year will enjoy membership benefits through the completion of that calendar year, however individuals who elect the *Paedagogica Historica* print option will receive all issues of the journal, including previously published ones, for that calendar year.

All ISCHE individual members will receive a preferential, discounted conference registration rate.

### 3.2 Institutional Membership

National or regional associations of history of education who wish to join ISCHE are invited to contact the ISCHE President. Only history of education associations will be considered for membership. A history of education association is defined as an association which addresses the broad field of history of education.

- A full application for membership will be presented to the EC for consideration and will include:
- A letter of motivation for bringing forward the application;
- A copy of the Constitution or equivalent document of the prospective member association (in English);
- Information on academic activities;
- List of contacts such as President, Treasurer, office staff and the nominated contact person for ISCHE/future representative of the association to the ISCHE EC;
- Web address (URL) of the association
- A 5 - 10 line paragraph on the association for inclusion on the ISCHE website.
- The EC forwards the application to the General Assembly which votes on the application.

ISCHE annual membership fees for Affiliated Organizations are differentiated between associations from low-GDP countries and other countries. The list of low-GDP countries is published on the ISCHE website. Every year, acting on a proposal from the Treasurer, EC decides at its meeting at the ISCHE Conference on the threshold for the income per capita (World Bank Data) for a country to be eligible for the status of low-GDP country. The list of low-GDP countries is published on the ISCHE website and usually revised in September of each year.

Associated Organisation Membership Fee:

General:	100 €
Low-GDP countries:	50 €

ISCHE annual membership for Affiliated Organizations corresponds to the calendar year, January 1 to December 31st.

All dues-paying Affiliated Organizations will be invited to participate in all ISCHE initiatives and will be accorded the following rights and privileges:

- Advertisement of activities on the ISCHE website
- A regular meeting with the ISCHE president during the annual conference
- Ability to organize/sponsor a special event or session at the annual conference
- Meeting space during the annual conference
- Organization of panels to celebrate important scholars of the field at the annual conference
- Organization of workshops, projects etc. in cooperation with ISCHE
- Ability to solicit presentations given at the annual conference for publication in their journals.

## 4. Finances

The EC formulates financial policies and reviews the operations and activities of ISCHE.

Administration of the financial policies is delegated to the Treasurer. No single EC officer or designee has sole control over cash receipts, disbursements, online banking, credit/debit card use, investment instruments, access to, and the reconciliation of, bank account reports.

The establishment and closing of bank accounts must be approved by the ISCHE President and Treasurer acting in the furtherance of resolutions passed by the EC.

All ISCHE expenditures/purchases must be approved in advance by the two out of the following three individuals: Treasurer, President, or Secretary acting in furtherance of resolutions passed by the EC. Authorization can be made via electronic communication.

### 4.1. General Regulations for Travel Cost

EC members are not provided with financial support from ISCHE for travel related to attendance at EC meetings. However, when ISCHE approves travel expenses for an ISCHE-related initiative, the following restrictions are applied:

- All expenses must be approved in advance by the ISCHE Treasurer before the actual travel.
- Reimbursement will be made upon the presentation of receipts and sufficient documentation within one month of travel.

ISCHE reimburses for travel according to the following restrictions:

- Flights: economy airfares only
- Second class train tickets
- A mileage allowance of 0.30 EUR/km for travel by car;
- Hotel costs up to a certain maximum amount related to the country/city (cf. the annual list of the German finance ministry or the US Department of State Approved Accommodation allowances) on the basis of evidence provided;
- Meals (breakfast, lunch, dinner etc.) also on the basis of evidence provided.

In cases where ISCHE agrees to cover the cost of meals for more than one individual, per the requirements of the German Tax Authorities, an entertainment expenses form must be completed.

### 4.2 Principles for Sponsoring

The EC may solicit and approve external sponsorships for ISCHE activities. Sponsorships may include but are not limited to promotional materials in conference bags, advertisements in conference programs, website banners, sponsored social events and sponsored sessions/events. Potential external sponsors include but are not limited to universities and other institutions of higher learning, publishers, education research organizations, charitable foundations, ministries of education, and education service providers.

With the exception of book exhibits, which are the purview of Local Organising Committees, all sponsorships and/or co-branding arrangements must be approved by the EC. In making sponsorship determinations the EC is guided by the following principles:

- ISCHE seeks linkages with organisations and companies that have some connection with educational research or are in other ways of importance for realising the aims of ISCHE.

- ISCHE seeks sponsors who operate according to the law and in some manner wish to promote the well-being, work, learning and development of students and/or educational researchers.
- Sponsorships must contribute to the realization of ISCHE aims and constitutionally-mandated objectives.
- ISCHE will not identify exclusively with a single sponsor.
- Upon request, the EC will inform ISCHE members about all sponsorship agreements.
- Sponsoring may not lead to direct influence on the work of ISCHE or the behaviour of ISCHE participants.

## 5 ISCHE Conference Paper Prize Award

The ISCHE Conference Paper Prize Award is given for the best paper presented at the previous ISCHE conference by an early career scholar or post-graduate student. The paper prize winner receives 400€ if she/he attends the conference. If not attending the conference, the winner receives 200€. The ISCHE Conference paper prize may be published in a general issue of *Paedagogica Historica* with acknowledgement to ISCHE conference.

### Process for Determining ISCHE Prize Winner

1. Early-career scholars or postgraduates presenting papers at an ISCHE conference can apply for their papers to be considered for the ISCHE Prize.
2. The local committee selects the six best papers from the conference by Post Graduate and early career scholars based on academic excellence and relevance to the conference theme and sends them to the PH editor.
3. PH editor forms a committee, chaired by the editor, of representatives from the EC consisting of the President, a member of the EC, and the postgraduate student representative.
4. The committee evaluates the papers, and selects the winner, based on academic excellence and relevance to the conference theme by March of the following year. The winner's name is posted on the web-site and the committee advises the winner of necessary changes and development that might lead toward publication either in the conference special issue of PH, or a general issue, as appropriate.
5. The President writes to the successful person.
6. The Secretary ensures that a certificate and laudation have been prepared and that the certificate has been signed by the President prior to presentation at the GA.

## 6. Special Issue of *Paedagogica Historica*

All participants in the ISCHE annual conference are invited to submit their papers to be considered for publication in a special issue of *Paedagogica Historica* (PH). The Local Organising Committee, together with the editor(s) of PH is charged with selecting papers for publication according to PH policies and procedures.

## 7. Standing Working Groups (SWG)

Standing Working Groups (SWG) are small, thematically organized research groups within ISCHE, designed to coordinate research and discussion on a set topic, guided by specific research goals, for a set period of time. SWGs are automatically granted two parallel session slots on the programme of each ISCHE annual conference.

### 7.1. Establishing a new SWG

Any proposal for a new SWG must have the support of three future convenors ( researchers willing to act as convenors if the new SWG is accepted) from three different countries represented among ISCHE membership. Proposers should initially contact the SWG Representative on the EC for advice about preparing an application. After consultation with the SWG Representative on the EC, the proposers should prepare a paper for EC consisting of:

- the names and the contact details of the Convenors
- a rationale for creating a new SWG (including how it would benefit ISCHE)
- evidence that the proposed SWG's focus is not currently covered by existing SWG
- proposed SWG activities

SWG proposals approved the EC will normally be placed on the agenda for the next GA where the convenors will present the proposed SWG and the SWG establishment will be voted on by the GA.

Convenors wishing to place the establishment of a new SWG on the agenda of a GA meeting are required to submit proposals by 15 February at the latest.

SWGs are normally instituted for a period of 5 years but can be extended on application to the EC and approval by the GA A SWG is automatically disbanded if there are more than two years of inactivity.

### 7.2. Annual Reports

By December 31 of each year, each SWG should deliver an annual report, as well as a plan of work for the next year that contains the outcomes that are expected. The SWG Annual report should contain: the **Name of the Standing Work Group** Convenors and their addresses, email , the year founded and originating impetus, the mission statement, purpose and connection with a previous or long standing group. List of members, Call for papers for the next conference, publications or other research activities, including conference presentations, in progress, forum of discussion or method of group communication.

## 7. SWG Reports

### 1. Standing Working Group: Teachers' Critical Thinking

Annual Report (2014)

Convener: André Robert  
[andre.robert@univ-lyon2.fr](mailto:andre.robert@univ-lyon2.fr)

The Special Working Group (SWG) on Teachers' Critical Thinking proposes the theme Critical thinking in the teaching world.

The concept of critical thinking tackled in this standing working group should be understood in a stronger sense than just protests and claims made through the channel of ordinary trade unions and political parties (though unions and parties can sometimes be relays of such a thought). By *thought*, we understand a kind of discourse that is part of a true intellectual and rational development, giving consistency or even a form of logic system, to arguments and ideas (around operations of conceiving, judging, reasoning) – and not just opinions, even coming from particular individuals or groups. In coordination with this definition, “critical” refers to the tendency of a mind that does not allow any statement without having experienced the rational legitimacy, testing various discursive proposals with discriminating reason (the Greek verb *cringing*, from which comes the verb ‘*criticize*’ and the noun ‘*crisis*’, meaning originally *to sort*). The construction of the distance and externality, provided they comply with the requirements of rational argument, is thus the foundation of critical thought, in the sense meant by Theodor Adorno: “When the culture is accepted in its entirety, it has lost the ferment of its truth, which is *negation*” (Adorno, 1955, 1986).

Although it does not have a monopoly (a reactionary and undemocratic critical thinking can be envisaged), it is nevertheless in a movement that can be designated as ‘progressive’ (with its variants) that critical thinking is traditionally located in the 20th century; it is precisely this progressive perspective that this standing working group will take into account, which in educational matters induces material possibilities of alternatives claimed as democratic, more or less related to emancipation.

Critical thinking in the teaching world will be considered in several senses: thinking from teachers and/or educationalists as unique individuals; thinking coming from teachers organizations, networks, think tanks or groups operating as “collective intellectual” (Bourdieu, 2001); thinking from outside personalities influencing the world of teachers in one way or another; educational thought in a more generic sense, impacting the teaching practice. It will consider original examples of critical thinking, justified along the previous guidelines, or at least revisited at an original angle.

We anticipate papers responding to or framed by the considerations outlined above. Our general focus will be “thinking schools differently”, reviewing effective experiments or

plausible perspectives of change in educational systems, or in the design and practice of schools.

### **Sessions:**

- Amsterdam 2010: 8 presentations in the presence of Thérèse Hamel
- San Luis Potosi 2011: 4 official presentations (with a large audience)
- Geneva 2012: 10 presentations
- Riga 2013: 10 presentations
- London 2014: 9 planned presentations

### **Publications:**

- ROBERT André y ESPINOSA Julieta, coordinators, *Pensar la educación de otra manera: epistemología social y pensamiento crítico*, Juan Pablos Editor, México, forthcoming Spring 2014.
- Seven contributions in Spanish stemming from ISCHE 2010-2013 (Robert, Kerlan, Kahn, Naouar, Monin, Garnier, Riondet). This publication will be submitted in London in July 2014.
- ROBERT André et Bruno Garnier (dir.), *La pensée critique des enseignants, works stemming from ISCHE*, PURH, Presses Universitaires Rouen/Le Havre, in negotiation to be published in 2015. Provisional title.
- 15 contributions in French stemming from ISCHE 2010-2014.

### **To follow:**

The SWG would like to carry on its activity during the next two years (2015 et 2016), reinforcing the call for international papers which was rather effective this year to mobilise few colleagues (South America and Spain) who hadn't been previously informed.

Thoughts about a special issue of a magazine, in addition of the two books earlier quoted.

## 2. Standing Working Group (SWG) Gender and Education: Gender, Power Relations and Education in a Transnational World

Annual Report 2014

Convenors:

Adelina Arredondo, adelinaarredondo@yahoo.com

Christine Mayer, christine.mayer@uni-hamburg.de

Kate Rousmaniere, rousmak@miamioh.edu

The *Gender Group* was founded around 1994 to integrate gender issues into the ISCHE conferences. In 2005, group activities stopped because the task of successfully integrating gender into the general ISCHE conference was thought to have been accomplished. It was found, however, that there was a notable lack of gender issues addressed at the following conference, which led to the group reorganising to continue its activities. Since ISCHE 2012 in Geneva the SWG is focused on the research field of *Gender, Power Relations and Education in a Transnational World*. The SWG started with a session at ISCHE 2013 in Riga (see Gender SWG report 2013).

The SWG *Gender and Education*, guided by its history, assumes a double perspective.

- **Organizing sessions on gender topics along the conference theme**

It is an aim of the *Gender and Education* SWG to organise papers addressing the conference theme from a gendered perspective in specific sessions. The SWG offers its support in this endeavour, including assistance chairing these sessions.

- **Organizing SWG *Gender and Education* sessions with a specific research goal**

It was the wish of members of the SWG at the meeting in Geneva to include poster sessions for doctoral students, who have a research project focused on gender or gender dimensions, in the sessions of the SWG *Education and Gender*.

Activities done including the last conference in Riga, 2013:

- Session and meeting of the SWG at the ISCHE 35 in Riga 2013

The session *Gender, Power Relations and Education in a Transnational World* consisted of two papers and one poster presentations. At the meeting of the SWG (with 20 participants) the theme of the next ISCHE in London 2014 was introduced and agreed (see minutes attached).

- Call for papers for the ISCHE 36 in London 2014: *Gender, Power Relations and Education in a Transnational World* with a special focus on ***Methodologies and theoretical approaches for exploring the interrelation of transnationalism, gender and power in gender and education history***.

The response on the call for papers of the SWG was huge. One reason for that was the fact that the information was published on the London conference website and therefore accessible for a broader audience. All together we received 27 paper proposals, one panel proposal and four poster proposals, whereof 23 paper proposals, the panel proposal as well as the four poster proposals were accepted; four paper proposals were refused, mainly because they did not follow the topic of the SWG. At the ISCHE in London the SWG will be represented in the following 9 panels (for details see the list attached).

(1) Transnationalism and missionary women

- (2) Transnational connections and travelling teachers
- (3) Transnational travels of educational theory and transnational approaches
- (4) Transnational circulation of ideas and concepts, women's community activism
- (5) Travelling ideas about gender
- (6) Methodological problems and approaches in transnational settings
- (7) Poster presentations
- (8) Progressive education, global citizenship and gender in a transnational perspective
- (9) Boundary activism: educated women, politics, and historical memory

Aside, a number of papers with a gender perspective partly organized in panels with gender issues will be presented in the main conference *Education, War & Peace*, e.g.:

- Women, higher education and peace: an international perspective (two sessions)
- Women, war, and popular writing: learning about war
- Masculinity, science and war
- Educating boys for war
- Violence, gender and prejudice in education
- Peace, education and gender

#### **ISCHE 37 in Istanbul 2014:**

For ISCHE 2015 in Istanbul the Gender and Education Standing Working Group proposes the theme *Gender, Power Relations and Education in a Transnational World* with a special focus on

*Critique of gendered historical terms, language and symbols and exploration of how they are transferred, transformed, imposed or resisted in their passage across borders and in different times and contexts.*

Concerning publications it is to mention that we are focused this year on collecting papers and writing a proposal for a book on *Gender, Power Relations and Education in a Transnational World*.

Attachments:

- Email-list of the members of the SWG Gender and Education
- Minutes of the meeting at ISCHE 35 in Riga 2013
- List of the SWG panels at ISCHE 36 in London 2014

Christine Mayer

## 8. SWG proposals 2014

### 1. SWG Proposal: Touching bodies in school

**Convenor:** Diana Vidal, Inés Dussel and Marcelo Caruso

In schools nowadays, it is almost impossible that bodies touch other bodies without being questioned or put under suspicion. School regulations, moral orders, and pedagogical discourses have established that teachers and students have to keep their distance. Also, students' peer relationships are similarly scrutinized. It is not only old punishment practices that are forbidden; bodily expressions of kind and care are practically vanishing from the time-space of schooling.

These changes are related to shifts in our understanding of violence; what passed as rituals of initiation in the past may now fall into the category of bullying, and what was perceived as caress and warmth may now be read as sexual harassment or assault.

It seems that we have never talked so much about bodies in school. We have never given so much attention to teachers and students as individuals, subjects of desire, anger, sadness or happiness. There was never so much fear of touching each other, hurting each other, affecting each other.

Or was there? How was the contact between bodies theorized and practiced in schools in the past? Which languages were used to talk about it?, Which strategies and devices were designed to deal with this touching? When did 'hurting' become a pedagogical problem? When did rights and protection enter this space? What other transformations are we seeing today?

In order to discuss these questions from a historical perspective, we propose to create a Standing Working Group at ISCHE. We invite all researches to a first meeting during the 2014 ISCHE Conference in London. At that opportunity, we hope to design a collective research agenda, which should include seminars, publications, and projects.

### 2. SWG Proposal: Mapping the Discipline "History of Education"

**Convenors:** Alexandre Fontaine, Eckhardt Fuchs, Rita Hofstetter, Solenn Huitric, Emmanuelle Picard

This proposed SWG will be the institutional basis within ISCHE for a global research program on mapping the field of History of Education. The SWG therefore aims to bring together scholars from ISCHE to construct an international mapping of the history of education that accounts for recent developments in the field. The goal is to create a current and retrospective assessment of the discipline's institutional grounding and of the knowledge produced by its practitioners, stretching across national and cultural borders. Ultimately, the program will help to increase interactions among scholars and facilitate the creation of collaborative research agendas, thereby augmenting the standing and visibility of the discipline.

We will start with a focus on the institutional foundation (networks and institutions), communication networks (journals), structures of socialization (doctoral theses) which will be addressed at the Pre-conference workshop in London 2014. This Workshop will help to discuss the design and specific areas of this large-scale research program that will include scholars from all continents. Collective discussion of the data and analyses produced will contribute to create synergies between historians of education in order to elaborate a common research agenda and to reinforce the base of the discipline. The Workshop will also discuss the future agenda and procedures of the planned Standing Working Group to which we invite everybody who is interested in contributing to the overall goals.