



International Standing Conference for the History of Education

General Assembly
ISCHE 38, Chicago 2016
19 August 2016
2:30-4:00

Documents for General Assembly Chicago 2016

1. Agenda for General Assembly, Chicago, 19 August 2016
2. Minutes of General Assembly, Istanbul 2015
3. Treasurer's Report 2016 (to be distributed at the meeting)
4. Proposed ISCHE 2017 Budget (to be distributed at the meeting)
5. Laudation for Early Career Conference Paper 2015
6. Nominations for Executive Committee
7. ISCHE revised byelaws
8. Proposals for new Standing Working Groups

1. Agenda for General Assembly¹ on 19 August 2016

1. Approval of Agenda
2. Approval of Minutes of General Assembly 2015
3. Report by President
4. Treasurer's Report 2016
5. 2017 Proposed Budget Approval
6. ISCHE Early Career Conference Paper Award 2015
7. Exculpation of EC
8. ISCHE 39 Buenos Aires 2017
9. ISCHE 40 Berlin 2018
10. Election of New EC members
11. Discussion of revised Byelaws
12. Approval of Byelaws
13. Discussion of existing Standing Working group Reports² and approval of new
Standing Working Groups
14. Additional Recommendations from Membership

¹ Only members of ISCHE who have paid their dues for 2016 may vote.

² These are available on the ISCHE website : <http://www.ische.org/about-ische/standing-working-groups/>

2. Minutes of General Assembly

Minutes: International Standing Conference for the History of Education

Istanbul, Turkey 26 June 2015

Executive Committee Members Present: Eckhardt Fuchs (President), Gary McCulloch (Treasurer), Noah W. Sobe (Secretary), Ian Grosvenor (PH), Grace Akanbi, Adelina Arredondo, Diana Vidal, Rebeca Rogers, Joaquim Pintassilgo. In addition, 156 other ISCHE members were present.

ISCHE President Eckhardt Fuchs called the meeting to order at 11:04am and welcomed ISCHE 37 attendees to the ISCHE General Assembly. He noted that ISCHE Secretary Noah Sobe would run the assembly.

1. Approval of Agenda

Sobe noted the addition of the approval of an agenda item prior to Other Business to consider a proposal for a new Standing Working Group. No further changes to the agenda were proposed. Craig Campbell moved to accept the agenda as amended. Kate Rousmaniere seconded. The motion unanimously carried by voice vote.

2. Approval of 2014 General Assembly Minutes

No changes were proposed to the 2014 General Assembly minutes. Ruth Watts moved that the minutes be approved as distributed. Sian Roberts seconded. The motion unanimously carried by voice vote.

3. Commemoration of Richard Aldrich

Wayne Urban offered words on the passing of former ISCHE President Richard Aldrich, noting his many and varied contributions to ISCHE and to the field.

4. President's Report

Eckhardt Fuchs presented a report structured in four parts. He began by describing the activities of the executive committee as well as those he has undertaken as President. Since the conference in London (2014), the EC met twice, once in Berlin to brainstorm about projects for the future, and a second time in Istanbul to prepare the conference and continue the discussions about the institutional changes ISCHE is undergoing. As President, he has had the opportunity to meet with a number of affiliated societies: In France, Greece, and the U.S. where he participated in the conferences of the National Societies of History of Education, and in China and in Japan where he met with the presidents of the societies of these countries. In particular, he has continued to develop a dialogue with the Presidents of affiliated associations, scheduling a meeting with them during the annual conference. In addition, he presented ISCHE at the event in honor of Richard Aldrich in London in February of 2015.

A second issue that has taken up considerable time has involved institutional matters. To begin with the submission of ISCHE's constitution to the German authorities has taken far longer than expected and is not yet finalized. We are required to make minor changes to the constitution; these changes will be discussed later in the meeting. Official registration should then happen quickly. The new President will be in touch over the next year about the membership regulations for ISCHE. Meanwhile, the EC continues to work on by-laws some of which, such as the establishment of contracts between ISCHE and local convenors of ISCHE conferences, endorsements, conference paper price, language issues and accessibility policy, will be discussed and submitted for approval later in the meeting. A second aspect in our institution building has involved the historical memory of the association through the development of the ISCHE archive in Berlin. As noted in London, the Stichting Paedagogica Historica (PH) has generously funded the cataloguing and indexing of ISCHE and PH records. EC members were able to appreciate these efforts during their meeting that took place in the Bibliothek für Bildungsgeschichtliche Forschung (BBF) where the archive is held. The

development of a visual archive is an important next step and President Fuchs urged ISCHE members to contact the EC about records they may have of early ISCHE conferences.

Communication and the website constitute a third aspect of ISCHE's priorities especially as we move to becoming a member-based association. Fuchs has sought throughout his presidency to develop a dialogue with history of education associations around the world, as well as to ensure that the Presidents of these associations turn to ISCHE to communicate about their activities. The remodeled ISCHE website which has been relaunched lately as well as the opening of a Twitter account, the usage of a general ISCHE mailing address (information@ische.org) and the development of an ISCHE flyer in all four official ISCHE languages play an important role in our efforts to communicate.

Finally President Fuchs discussed the variety of capacity-building initiatives that are underway. These involve the organizing of Regional Workshops to develop networks within regions where colleagues do not have the opportunity to convene regularly. The third such workshop will take place in Beijing under the title "Transnational Entanglements in Education: East Asia and the 'West' since the 18th century". A fourth is in the planning stages in Barranquilla in Columbia (planned for February 2016). The organization of pre-conference workshops is another capacity-building initiative that has developed recently. Following the "Mapping the Disciplines" initiative in London, the latter has become a Standing Working Group, which will meet in Istanbul for the first time. In Istanbul, the conference was preceded by a pre-conference workshop on the topic of Transnational history. The President encourages members to use this new format to explore emerging topics or methods in the history of education. Discussions to launch an ISCHE book series have moved forward and a proposal for a series on "Global Educational Histories" has been submitted to Palgrave. The initial series editors are Tim Allender, Eckhardt Fuchs, Noah Sobe and Diana Vidal. ISCHE will also participate with two sessions on "Histories of Education in East Asia: Indigenous Developments and Transnational Entanglements" and a Joint Session on "Sports and Education" at the international congress of the International Committee of Historical Sciences, which takes place every five years and is the biggest world meeting of the international community of the historians. ISCHE has been a long time member of this organization.

Standing Working groups continue, as well, to demonstrate the dynamism of our community. Four such groups are running multiple panels during the Istanbul conference: Gender, Teacher's Critical Thinking, Mapping the Disciplines, and Touching Bodies in Schools. A proposal for a new Standing Working group will be submitted for approval to the general assembly later: Objects, Senses and the Material World of Schooling.

Initiatives with respect to early career scholars also continue. A successful summer school just took place in Luxembourg, sponsored by ISCHE, the Stichting PH and the British History of Education Society. Next year the conference will be hosted by Groningen University. During the conference two sessions are specifically geared for students and early career scholars. The ISCHE early career conference paper award will be announced later in the meeting, a prize that recognizes the best paper presented by an early career scholar in the previous ISCHE conference.

In conclusion Eckhardt Fuchs noted how rewarding his three years as President have been. He has greatly appreciated working with the EC and getting to know better ISCHE members throughout the world. He reminds the audience that the 2017 will be held in Buenos Aires, Argentina and that ISCHE's 40th annual conference will be held in Berlin in 2018 (convenors: Humboldt Universit, Berlin and Georg Eckert Institute for International Textbook Research, Braunschweig). A 40th anniversary travel fund will be established to enable early career scholars to attend this meeting. For ISCHE 2019 discussions are underway with the Greek national society to hold the conference in Athens.

Upon completion of his speech Fuchs received sustained applause and a standing ovation from the General Assembly.

5. Treasurer's Report 2014

ISCHE Treasurer Gary McCulloch (GM) presented a Treasurer's Report (attached).

6. Exculpation of the Executive Committee

The General Assembly voted on a motion presented by Craig Campbell and seconded by Jeroen Dekker to accept the reports presented and exculpate the officers of ISCHE. The motion passed by a vote of 86 in favor, 0 opposed, 0 abstentions.

7. ISCHE Prize / Publications Report

Ian Grosvenor announced the awarding of the ISCHE 2013 Prize awarded to Tina van der Vlies, “Multidirectional War Narratives in History Textbooks”. He noted that her work examined textbooks written between 1920 and 1960, and in particular focusing on the defeat of the Armada in 1588 and the Second World War. She demonstrated how textbook authors generated continuity and meaning by providing narrative links between past, present and future. Her approach contributes to textbook research by showing how focusing on the structure of textbook narratives and it is possible to examine how past experiences and future expectations are organized. van der Vlies was unable to be present to receive her prize in person.

8. ISCHE Chicago 2016

Noah Sobe and Kate Rousmaniere reported on preparations for ISCHE 38, to take place in Chicago 17-20 August on the theme of “Education and the Body.”

9. ISCHE Buenos Aires 2017

Luis Garcés reported on and showed a short video on ISCHE 39, which will take place in Buenos Aires 18-21 July 2017.

10. Election of New EC Members

Gary McCulloch, ISCHE Treasurer, took over the moderation of the meeting and 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 ISCHE Constitution two nominations had been received. Karin Priem (Luxembourg) and Noah W. Sobe (USA) were invited to come to the podium and gave statements regarding their interest in serving on the EC. Given that there were two candidates for two positions the General Assembly accepted by voice vote McCulloch’s proposal that the two be elected by acclamation.

11. Election of New ISCHE President

Current ISCHE President, Eckhardt Fuchs, noted that the ISCHE Constitution stipulates that to be eligible for election as ISCHE President an individual has to have been serving on the Executive Committee for at least one year at the time of her/his election. He noted that in accordance with ISCHE tradition, the EC was proposing a candidate to the General Assembly and that the EC recommended Rebecca Rogers. Because the ISCHE Constitution specifies that election for ISCHE President take place by vote, Fuchs noted that ballots were being distributed and that Rogers would need to achieve a majority of votes cast in order to be elected to the position. The ballots were collected and counted by two current members of the EC (Arredondo and Akanbi) together with three former ISCHE Presidents (Rousmaniere, Dekker and Depaep). Later in the meeting, once the ballots had been counted, Secretary Noah Sobe announced that Rebecca Rogers had achieved a majority of votes cast and the assembly congratulated her on her election to the ISCHE Presidency.

12. Discussion and Approval of ISCHE Constitution

Noah Sobe returned to chair the meeting and introduced three changes to the ISCHE Constitution that had been previously approved at the ISCHE General Assembly in Riga. These three changes were required by the German authorities and involved: indicating that individual resignation from the association needed to be expressed in writing (§4,3), removing the stipulation that the EC could inform members of an upcoming General Assembly meeting etc. via a website announcement (§5, 3 u. 4), stipulating that the General Assembly shall be deemed quorate when at least twenty five per cent individual members are present (§5,9), and stipulating that a special General Assembly meeting could be called by 25% of ISCHE membership instead of a static figure of 30 members (§5,11). Kate

Rousmaniere proposed, and Craig Campbell seconded, a motion to adopt the ISCHE Constitution as amended. The motion passed by a 96 in favor, 0 opposed, 0 abstentions.

13. Discussion and Approval of revisions to ISCHE Byelaws

Noah Sobe explained that ISCHE byelaws require the approval of the GA and that the EC was recommending approval of byelaws changes with regard to sponsorship and ISCHE Prizes (to rename the “ISCHE Prize” to be the “ISCHE Early Career Conference Paper Award”). He also noted that the EC was recommending adoption of an ISCHE Accessibility Policy. On a motion proposed by Joyce Goodman and seconded by Marc Depaepe, the byelaw revisions were accepted by a vote of 103 in favor, 0 opposed, 0 abstentions.

13. Discussion and Approval of new SWG

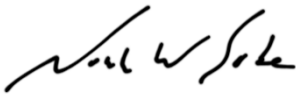
A proposal for the establishment of a new Standing Working Groups titled “Objects, Senses and the Material World of Schooling” was discussed. A motion to approve the proposed SWG was made by Ines Dussel and seconded by Ruth Watts. It passed by a voice vote.

14. Other Business

Newly elected ISCHE President Rebecca Rogers came to the podium and discussed her vision for ISCHE’s development over the next several years. In particular, she emphasized her concern to ensure that ISCHE pursue its efforts to be a truly inclusive community of scholars, attentive to the needs of early career scholars, and dynamic in its efforts to reach out to historians of education around the world. She seeks in this fashion to pursue the initiatives of her predecessors with the support of the EC. She also thanked and presented gifts to Eckhardt Fuchs and Gary McCulloch to recognize their services to and leadership of ISCHE.

There being no further business, the meeting was adjourned at 12:39pm.

Respectfully submitted,



Noah W. Sobe, ISCHE Secretary
Chicago IL, June 30, 2015

Appendix: Treasurer's Report 2015

ISCHE FINANCIAL REPORT 2014-2015

OPENING BALANCE

Cash in hand 01/07/2014 14,641.41 Euros

INCOME

2014 London ISCHE conference fee 10,220.00 Euros Total

income 10,220.00 Euros

EXPENDITURE

ISCHE prize 2014 400.00 Euros

ISCHE president - Istanbul meeting (2 people) 1,293.57 Euros

CISH subscription 541.10 Euros

Web hosting 127.00 Euros

ISCHE president – London memorial event 160.15 Euros

Bank charges (estimated) 71.50 Euros

Total expenditure 2,593.32 Euros

CLOSING BALANCE

Cash in hand 15/06/2015 22,268.10 Euros

EXPECTED EXPENDITURE 2015-2016

ISCHE prize

CISH subscriptions

Lawyers' fees Member
services

EXPECTED INCOME 2015-2016

2015 Istanbul ISCHE conference fee

Professor Gary McCulloch, ISCHE Treasurer

15 June 2015

5. Laudation for Early Career Conference Paper 2015

Whose purpose of Education? A Transnational Minority Religious Sect and Schools as Sites of Conflict in late 19th and early 20th Century Canada

Robyn Sneath, Oxford University

In the 1870s a large group of Mennonites arrived in Manitoba, Canada from Russia. The new settlers were able to negotiate a set of privileges with the Canadian federal government, including the right to educate their children without government interference. For the Mennonites schooling historically served as a primary mechanism through which their language, faith and worldview were transmitted. Using archival sources the paper documents how in the late 19th and early 20th centuries tensions mounted between the sect and government over schooling which finally culminated in the mass exodus in 1922 of 7,000 Mennonites out of Manitoba to Mexico. The paper offers an interesting and complex account of a problematic, which clearly demonstrates the centrality of 'culture' in the nation-state building context.

5. Nominations for Executive Committee

1. Simonetta Polenghi

Curriculum vitae
SIMONETTA POLENGHI
simonetta.polenghi@unicatt.it

Full Professor of History of Education, Faculty of Educational Sciences, Università Cattolica del Sacro Cuore, Milan, Italy

LANGUAGES SPOKEN: Italian (native), English and German.

POSITIONS CURRENTLY HELD

Since 2010 Head of the Department of Education at Università Cattolica
Since 2015 Vice-Chair of the Scientific Board of CHEI, Centre for Higher Education Internationalisation at Università Cattolica
2013-2017 Deputy Vice-President of SIPED (Italian Academic Society for Education)
2015-2016 National evaluator for HoE for the Italian Research Evaluation Exercise 2011-14, appointed by the Italian Ministry of Education, University and Research (MIUR)

EDUCATION AND ACADEMIC STATUS

1986 MA in Philosophy and Modern History, Università Cattolica, Milan
1990 PhD in Education
1991-93 Research grant in History of Education
1995-2000 Assistant Professor
2000-2006 Associate Professor
2006 Full Professor of History of Education Università Cattolica, Milan and Piacenza

PRIZES

1984 “Benedetto Croce” National Prize for the essay *Croce Ministro e l’esame di Stato*. Extract *Polemiche studentesche*, published in 1985 in the journal *Pedagogia e Vita*
1993 “Pescara” National Prize for the book *La politica universitaria italiana nell’età della Destra storica 1848-1876*
2008 & 2009 *Forschungsstipendium* (research scholarship) from the Österreichische Akademie der Wissenschaften
2011 *Österreichisches Ehrenkreuz für Wissenschaft und Kunst* (Cross of honour for arts and sciences) awarded by the President of the Austrian Republic, for my studies on pedagogy and schooling in the Habsburg Empire
2013 Keynote speaker at XIIIth National Hungarian Congress of Education, Eger, Nov. 2013
2015 Comenius Medal from the J.A. Comenius National Pedagogical Museum & Library, Prague

SCIENTIFIC SERIES AND JOURNALS

Member of the Executive Board of the international journal *History of Education & Children’s Literature* since 2006; member of the board of referees and scientific board of various series and scientific journals, including *Historia Scholastica* (Czech Republic), *Sodobna Pedagogika* (Slovenia), *Teaching Innovations* (Serbia). Co-director with GIORGIO CHIOSSO, ROBERTO SANI and PIERLUIGI MALAVASI of two series on Pedagogy and History of Education (2007-, SEI, Turin, and 2013-, Pensa, Lecce).

PUBLICATIONS

I have written 4 volumes, edited 9 and published more than 80 essays and articles (in Italian, English and German, including in foreign and international journals and books), using Italian and European archives, as well as an international bibliography. My books have been reviewed in: *Paedagogica Historica*, *Historie de l’Éducation*, *Bildung und Erziehung*, *Historische Zeitschrift*, *History of Education & Children’s Literature*, *Historia de la Educación*, *Late Modern History*, *Annali di storia delle università italiane*, *Annali dell’Istituto storico italo-germanico di Trento*, *Annali di storia dell’educazione e delle istituzioni scolastiche*, *Società e storia* and *Annali di storia moderna e contemporanea*.

Most of my studies concentrate on the Modern Age, in particular the XVIIIth-XIXth centuries, and focus on the history of schooling; childhood; special education; and university. This research incorporates Italian as well as European topics.

SIMONETTA POLENGHI
Statement for ISCHE Executive Committee

I started using international literature and sources during my PhD studies on the history of university in the XIXth century and have continued to do so over the years, including undertaking research in Vienna and Paris. As Assistant Professor I began to participate in international conferences and over the past 20 years I have organized and taken part in various national and international seminars and conferences as well as collaborating on research projects with European colleagues on the history of schooling and education.

I have developed a significant partnership with Spanish researchers as well as a long-established cooperation with colleagues in Middle and Eastern Europe (particularly in the fields of the history of teacher training and of schooling in the Habsburg Empire (see the proceedings of the international Symposia: *Normalität, Abnormalität und Devianz. Gesellschaftliche Konstruktionsprozesse und ihre Umwälzungen in der Moderne*, hrsg von ATTILA NOBIK - BÉLA PUKANSZKY, Peter Lang, Frankfurt a.M, 2010; *Lehrerbildung in Europa. Geschichte, Struktur und Reform*, hrsg von. EHRENHARD SKIERA, ANDRÁS NÉMETH, Peter Lang, Frankfurt a.M, 2012; *La scuola degli Asburgo. Pedagogia e formazione degli insegnanti tra il Danubio e il Po (1773-1918)*, SIMONETTA POLENGHI (a cura di), SEI, Torino, 2012; *The Development of Teacher Education in the Countries of Central and South-Eastern Europe*, SIMONETTA POLENGHI, EDVARD PROTNER, monographic issue of *History of Education & Children's Literature*, 2013, 1, pp. 1-225; *Teacher Education. Case studies in Comparative Perspective*, ed. GABRIELLA PUSZTAI AGNES ENGLER, Centre for Higher Education Research and Development, Debrecen, Hungary, 2014).

I chaired the plenary session "Collective Memory" of the international symposium "School Memories. New Trends in Historical Research into Education: Heuristic Perspectives and Methodological Issues" (Seville, Sept. 2015), chaired by ANTONIO VIÑAO FRAGO and AGUSTÍN ESCOLANO BENITO.

I co-edited (with G. BANDINI) the monographic issue of *Espacio, Tiempo y Educación*, 2016, (3), 1 on *La Historia del la Educación ante se misma, (The history of education in its own light: signs of crisis, potential for growth)*, which hosted articles by ANTONIO VIÑAO FRAGO, MARIA HELENA CAMARA BASTOS, MARISA BITTAR, AMARILIO FERREIRA JR., ANDRÁS NÉMETH, BLANKA KUDLACOVA, HELDER HENRIQUES, ANTÓNIO GOMES FERREIRA, SERGE TOMAMICHEL, DANIEL PETTERSSON, THOMAS S. POPKEWITZ, SVERKER LINDBLAD, THOMAS S. POPKEWITZ, ALEXANDRA SCHOTTE, SILVIA FINOCCHIO and an interview with MARC DEPAEPE.

As Vice President of the Italian Academic Society of Education (SIPED), I lead a SWG with GIANFRANCO BANDINI (University of Florence) on the internationalization of the research into the history of education (see *Enlarging One's Vision. Strumenti per la ricerca educativa in ambito internazionale*, ed. with G. BANDINI, Educatt, Milano, 2015, pp. 222). The SWG aims to introduce young Italian researchers to the various types of internationalization, whilst also debating the scientific evaluation system. I am also working in the Local Organizing Committee of EERA for the ECER congress, to be held in 2018 in Italy (Bozen).

I joined ISCHE in 2014, as the final step of a long walk with my European colleagues. I believe in the importance of enhancing the research of Central-South-Eastern Europe and facilitating the mutual exchange of knowledge between areas long separated by linguistic and political barriers. Eastern European countries have faced great challenges since the collapse of Soviet influence and HoE plays a strategic role in the recovery of their cultural identity. My well-established contacts in that area could be important for ISCHE, promoting wider scientific cooperation and including more colleagues from Eastern Europe.

My candidacy is supported by the Italian Society for HoE (CIRSE) and is also endorsed by the Spanish Society for the History of Education (SEDHE), the Portuguese Association for HoE (HISTEDUP), the HoE Committee of the Hungarian Academy of Sciences, the Austrian Society for HoE, the J.A. Comenius National Pedagogical Museum and Library of Prague, the Romanian Academy Centre of Transylvanian Studies, the Pedagogical Museum in Belgrade, the Association of Slovenian Educationalists, the Pedagogue Forum of Montenegro, the Greek Society of Education Historians (GSEH), all the national scientific societies affiliated to CIHELA, as well as scientific Czech, Slovenian and Romanian journals, representing support from colleagues in areas where there are no scientific societies of HoE.

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

2. Myriam Southwell

QUALIFICATIONS

- 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 History of Education*)
2012

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 (2012) "La forma escolar desafiada: escuela media, horizontes particulares y comunidades fragmentadas" in Rosa N. Buenfil, Silvia Fuentes y Ernesto Treviño (Comp.) *Giros Teóricos II. Diálogos y Debates en las Ciencias Sociales y Humanidades*, Universidad Nacional Autónoma de México, México.
- Southwell Myriam (2011) "La educación secundaria en Argentina. Notas sobre la historia de un formato" en Tiramonti G. (Coord.) *Variaciones sobre la forma escolar. Desafíos a la escuela media tradicional en un contexto fragmentado*, Homo Sapiens, Rosario.
- Southwell, Myriam y Arata Nicolás, (2011) "Aportes para un programa futuro de historia de la educación argentina" in *History of Education & Children Literature*, Università Degli Studi De Macerata, Italia, 2011. ISSN 1971-1093. <http://www.hecl.it/>

La Plata, May 12, 2016

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).

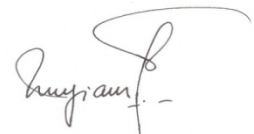
I belong to this academic movement since 1995 when an important group of professors from different universities created Argentinean Society on History of Education. From this creation we worked hard to expand academic research on history of education and to reinforce academic exchange with other groups 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,

A handwritten signature in black ink, appearing to read 'Myriam S.', with a stylized flourish above the name.

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

3. Hongyu Zhou



Curriculum Vitae

Name: Hongyu Zhou

Birthplace: Wuhan, P.R. China

E-mail: hongyuzhou@163.vip.com

Work experience

Professor in history of education at Education College, Central China Normal University (CCNU), 1996-present.

Associate Professor in history of education at Education College, CCNU, 1993-1996.

Assistant Professor and Lecturer in history of education at Education College, CCNU, 1982-1993.

Education

Sep. 1988-June. 1992. Doctoral Studies in History Research Institute, CCNU.

Sep. 1985-June. 1988. Master's degree Studies, Education College, CCNU.

Dec. 2000-June. 2001, visiting scholar, Teachers College, Columbia University.

June-Dec. 1997, visiting scholar, the Institute of Education, the Chinese University of Hong Kong.

Public Services

Member of Education Discipline Appraisal Group of Academic Degree Committee of the State Council, since 2015. Vice President in Chinese History of Education Society, since 2008. Vice president in Chinese Local History Society, since origin, 2008. President of Yangtze River Education Research Institute, since 2006. Member of Expert Advisory Committee on textbook of basic education in China, since 2009. Member of Expert Advisory Committee on teaching education of Ministry of Education of China, since 2009. Deputy to the National People's Congress, since 2003.

Editor of *Yellow Book on Education in China* (since 2006) and *Yangtze River Education Sciences* (since 2006), published by Yangtze River Education Research Institute.

Editor of *history of education research and review* in 2016, published by Chinese History of Education Society.

Board Member of Following Journals: *Historical studies in Education*, published by Chinese History of Education Society (2008-present). *Pedagogy*, published by Newspaper Data Center, Renmin University of China (since 2014).

One of the founders of "Chinese Education 30 Forum" (founded in 2014) and "Peking-Yangtze River Education Forum" (founded in 2006), which, to now, are the most influential education forum in China.

Academic Interests and Publications

Research methodology of history of education, the modern history of education in China, the history of teaching and Tao Xingzhi (Tao Hsing-chih, 1891-1946). Hongyu Zhou is the author or co-author of almost 200 articles in Chinese and English and 25 books in Chinese.

The latest books:

"Expanding Neofield and Shifting Paradigm: An Introduction to Studies on History of Educational Activities". Huazhong Science & Technology Press, 2011. *"The Colorful World: An Introduction to Studies on Past Educational Life"*. Fujian Education Press, 2015.

To Promote the Prosperity and Development of International Historiography of Education Together

Dear Chairwoman, Dear Colleagues, Ladies and Gentlemen,

It gives me great pleasure to have the opportunity to speak to you here today. I am Hongyu Zhou, from Central China Normal University (CCNU), Wuhan, China. I am a professor of history of Education since 1996 and hold the president of Yangtze River Education Research Institute since 2006. In the past 34 years, I devoted all myself to the course of enriching and enlivening study on educational past in China, with a focus on educational activities and educational life. As an historian who experienced the period of stagnation, boom and transformation of Chinese historiography of education, I know deeply that it is important to keep in close touch with historians of education from other countries. I not only achieved much in my international life: I was a visiting scholar in Teacher College of Columbia University in 2001 and attended many learned conference abroad, such as Taiwan(1998,2009),Hong Kong(2013),New York(2014). I also succeeded in encouraging young Chinese scholars to participate to ISCHE and Summer School. In addition, as a researcher who has served for several academic organizations in China, I am experienced in managing academic organization and own rich academic resources. I am willing to contribute my efforts, time and resources to the development of ISCHE and to strengthen the connection between ISCHE and Chinese historiography.

As we all know, China is one of the world's four great ancient civilizations, with almost 5,000 years of history. Here I would like to tell you that though China has a long history and a long tradition of historiography, the historiography of education is not so long. To now, the history of education as a field in China is only 100 years old, and had been stuck in stagnation almost 40 years from 1950-1990. Now it not only develops rapidly, but has a huge group of researchers. There are almost 400 registered members in Chinese history of education society, including 100 doctoral candidates.

Nowadays globalization is the main character of historiography. To me, the key of global history is not to define what globalization is, but to understand each other and the past from different perspectives in the background of globalization. Only we do like this can the present be better understood. This is important to every person, because all of us are participants in globalization. As the most influential academic organization on history of education, ISCHE is of great importance in guiding study on educational past in Western countries in the past 40 years. As modern globalization has been recognized force, and cross-culture studies become more and more necessary, Chinese historians are eager to further strengthen their relationships with their counterparts worldwide, we must make a contribution to the development of ISCHE and international historiography of education.

Now ISCHE has established relations with almost 40 nations, but most of the world is still unknown. Working on ways to get more and more historians of education involved in ISCHE is the work I would welcome. I would conclude with an invitation to all: welcome to attend the international conference on Tao Xingzhi(Tao Hsing-chih, 1891-1946) and Sino-Foreign Culture and Education hold by CCNU, in Ocot.2016.

Thanks for all.

7. Byelaws of the International Standing Conference for the History of Education (ISCHE)

Redlined/Colored Proposed Changes Approved by EC 29+30 January 2016 (Chicago IL)

The following set of Bye-laws has been approved by the ISCHE General Assembly and will be reviewed and updated on a regular basis (Approved by GA and Effective: 26 June 2015).

Table of Contents

1. ISCHE Executive Committee

- 1.1 President
- 1.2 Secretary
- 1.3 Treasurer
- 1.4 Graduate Student Representative
- 1.5 Co-Opted Members
- 1.6 Meetings
- 1.7 Nominations

2. General Assembly

3. Membership

- 3.1 Individual Membership
- 3.2 Institutional Membership (Affiliated Organisations)

4. Finances

- 4.1 General Regulations for Travel Costs
- 4.2 Principles of Sponsoring
- 4.3 Principles for ISCHE Endorsements

5. ISCHE Awards and Special Funds

- 5.1 ISCHE Early Career Conference Paper Award
- 5.2 ISCHE Travel Fund**
- 5.3 ISCHE First Book Award**

6. Special Issue of *Paedagogica Historica*

7. Standing Working Groups

8. Annual Conferences

8.1 Pre-Conference Workshops

8.2 Regional Workshops

9. ISCHE Book Series

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 **to attend** 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 **three 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,	With Subscription to <i>Paedagogica Historica</i> (print and
--	--	---	---

		p.a.)	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. ISCHE assumes no legal or financial responsibility for activities conducted by Affiliated Organizations.

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.
- Ability to use ISCHE logo to indicate that the organization has ISCHE Affiliated Organization membership status.

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.

4.3 Principles for ISCHE Endorsements

On application from independent organizations including research organizations the EC on behalf of ISCHE may decide to endorse a proposed event, project or other academic-related history of education initiative. The endorsement will be dependent upon the extent to which the proposed activity furthers the mission of ISCHE.

5 ISCHE Awards and Special Funds

5.1 ISCHE Early Career Conference Paper Award

The ISCHE Early Career Conference Paper Award is given for the best paper presented at the previous ISCHE conference by a student or an early career scholar. The ISCHE Conference

paper prize may be published in a general issue of *Paedagogica Historica* with acknowledgement to ISCHE conference.

Process for Determining ISCHE Early Career Conference Paper Award Winner

1. Early-career scholars (up to 5 years post-PhD) or students 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 students 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.

5.2 ISCHE Travel Fund

The ISCHE Travel Fund is designed to support attendance at ISCHE conference. Advanced students or early-career scholars (up to 5 years post-PhD) are eligible to apply, with particular preference given to scholars based in low-GDP countries.

Applicants must have their conference paper accepted. And should submit:

- 1) evidence of advanced student or early-career status
- 2) evidence of scholarly activity in the field (statement of up to 100 words and curriculum vitae/resumé of up to two pages)
- 3) statement of motivation (up to 100 words)
- 4) contact information for academic reference/referee

Application information will be distributed by the Local Conference Organizers for each ISCHE annual conference. Award decisions will be made by a committee established by the EC.

The ISCHE travel fund will be maintained in a designated investment account. Interest earned from this fund will be used for travel awards. Travel award funding may be supplemented out of the general ISCHE operating budget.

5.3 ISCHE First Book Award

The ISCHE First Book Award recognizes a single-authored monograph by a historian of education that represents innovative and exemplary scholarship in the history of education broadly conceived. As an award given for a first book, ISCHE also seeks to recognize a historian of education of extraordinary capability and promise.

The ISCHE EC will appoint a First Book Award Committee of 3-5 ISCHE members who are not currently serving on the EC in either elected or co-opted positions. While the procedures

and protocols of the Award Committee are subject to EC approval, the award decisions of the Committee will be considered final and not subject to revision or appeal.

The submission deadline for the ISCHE First Book Award will be September 1st. Any book with a publication date in that year or the preceding year will be eligible (i.e. the deadline for the 2017 ISCHE First Book Award will be September 1, 2016, with books published in 2015 and 2016 eligible for consideration.) Books published in any of the four official ISCHE languages will be considered for the award. A nomination for the award shall be considered accepted if a PDF or physical copy of the book is received at the designated address by the deadline. Letters of nomination will not be accepted, however a nominated book may be submitted by any entity including an individual or a publishing house.

The Award Committee will communicate its award decision to all those who submitted books at least three months before the annual conference. The award will be made at the GA meeting, with the awardee invited to offer brief remarks if present.

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.

8. Annual Conferences

8.1 Pre-Conference Workshops (PCWs)

Pre-Conference Workshops (PCWs) are integral parts of ISCHE conferences. They are small focused meetings that take place the day before the main ISCHE conference. They are intended to provoke intellectual discussion, among a diverse range of participants, on a specific topic. PCWs may also consist of workshops discussing critical issues, methods, theories emerging in the field.

Proposers should initially contact the Secretary of ISCHE for advice about preparing an application. After consultation, the conveners for a PCW should submit the following:

- The names and contact details of the PCW conveners
- One page argument stating the intellectual objectives of the pre-conference workshop (including how it is related to ISCHE goals)
- Evidence that the PCW's objectives does not overlap with existing Standing Working Groups
- List of potential contributors to such a workshop that demonstrates geographical diversity
- Indication of the length of the event (e.g., full day, half day)

PCW proposals should be submitted to the EC three months before the final submission of papers for the main ISCHE Conference. The ISCHE EC will decide on the acceptance of proposals. Up to four PCWs may be accepted for each ISCHE conference

PCWs may include some invited speakers and presenters, but must also include a public call for presentations. Once finalized, the program of the PCW is posted on the ISCHE conference website. Conference registrants will be able to pre-register for PCWs at no additional fee. PCW organizers and presenters are normally expected to register and participate in the accompanying ISCHE conference. The overall number of attendees may be limited. ISCHE offers no financial support for such workshops.

8.2 Regional Workshops

ISCHE is open to endorse Regional Workshops that contribute to worldwide knowledge exchange, reach out to researchers from local universities and globally foster high standards of research in the field of History of Education. Organizers of Regionals Workshops who want to receive funding are obliged to submit a budget to the EC six month ahead of the event to allow for examining if funding is appropriate and specifying investments.

In addition, the EC considers applications for travel funds to ISCHE from researchers from low GDP countries. The promotion of individual scholars is not included in travel funds.

9. ISCHE Book Series

Overview

The ISCHE Global Histories of Education Book Series intends to publish single authored or edited volumes of historical scholarship that analyze education within a global, world or transnational perspective.

Series Editors

The ISCHE Book Series Editors will be four scholars recognized for their contributions to the field of history of education and from different countries. They will be appointed by the ISCHE Executive Committee for three to five year terms. The procedures for future nominations will be determined in cooperation between the Editors and the EC, with a mind to maintaining diversity along a variety of lines (geographic, gender, race/ethnicity, topical expertise, among others). The ISCHE Book Series Editors are responsible for their own internal procedures and for all editorial decisions connected with the Book Series. They will elect one of their members to serve as the chief liaison with the ISCHE Executive Committee. If any of the Book Series Editors are involved in a proposed ISCHE Book Series project as monograph author, chapter author or volume editor they will recuse themselves from any role in approving the proposed project. No royalty income will go to the Book Series Editors for their role as series editors; instead any such income will go to ISCHE. Royalty income for authors who publish in the series will be negotiated between the authors and the publisher.

The ISCHE Book Series Editors responsibilities include receiving book proposals and approving or not proposals for potential inclusion in the series. If the Editors decide to approve a proposal they will suggest reviewers to the publisher who will coordinate the blind peer-review process. The editors will also coordinate all other publication-related matters with the publisher.

The ISCHE Book Series Editors will meet at least once a year to discuss the Book Series activities and to prepare a brief general report on the ISCHE Book Series in advance of each annual conference.

Series Description and Submission Guidelines

The series seeks to engage with historical scholarship that analyzes education within a global, world or transnational perspective. Specifically, it seeks to examine the role of educational institutions, actors, technologies as well as pedagogical ideas that for centuries have crossed regional and national boundaries. While encouraging approaches that move beyond the more established national framework, the series' editors remain flexible about the sorts of topics they will consider for publication. These might include the study of educational networks and practices that connect national and colonial domains, or range in time from the age of Empire to that of decolonization. These networks could concern the international movement of educational policies, curricula, pedagogies, or universities within and across different socio-political settings. The 'actors' under examination might include individuals and groups of people, but also educational apparatuses such as textbooks, built-environments, and bureaucratic paperwork situated within a global perspective.

Books in the series may be single authored or edited volumes. The strong trans-national dimension of the Global Educational Histories series means that many of the volumes will be based on archival research undertaken in more than one country and using documents written in multiple languages. All books in the series will be published in English, although we welcome English-language proposals for manuscripts which were initially written in other languages and which will be translated into English at the cost of the author. All submitted manuscripts will be blind peer-reviewed with editorial decisions to be made by the ISCHE Book Series Editors.

Full submissions should include: (1) a proposal aligned to the Palgrave Book Proposal form ([downloadable here](#)); (2) the CV of the author(s) or editor(s); and, (3) a cover letter that explains how the proposed book fits into the overall aims and framing of the ISCHE Global Educational Histories Book Series. Proposals and queries should be addressed to bookseries@ische.org. Preliminary inquiries are welcome and encouraged.

8A. Standing Working Group Proposal: Migrants, Migration and Education

Proposed convenors:

Kevin Myers (GB): K.P.MYERS@bham.ac.uk

Paul Ramsey (US): pramsey1@emich.edu

Christian Ydesen (Denmark): cy@learning.aau.dk

Academic history has always been closely associated with the development and consolidation of nation states. The institutions, practices and historiographies created by academic historians over the past two centuries were deeply imbued with nationalism. Academic history helped to create a national way of seeing the past, framing powerful collective memories and helping to form bonds of loyalty that remain potent across the globe. Contemplating this legacy, contemporary historians have been debating the problem of ‘methodological nationalism’.

The history of education has arguably been particularly sensitive to the problem of methodological nationalism. Its foundational concerns with the origins and development of state systems of schooling relied on the naturalization of the nation state, a reification of its territorial boundaries and a more or less explicit concern with nationalising people, knowledge and spaces. Migrants, and the process of migration, were rarely accorded any sustained scrutiny. If migrants did appear it was often in the guise of ‘problems’ or ‘challenges’ to states whose policy agendas were often faithfully reflected in studies of assimilation, in the management of race relations, in the consolidation of ethnic identities and in the emergence of multicultural education policy and practice.

More recently, the history of education has been undergoing a process of transformation in which themes of transnationality and internationality are key themes. Our goals are to consider, debate and discuss how migrants, and migration, can be written into the history of education; and to promote and develop empirical projects that cast new light on migrants and migration in the history of education.

In doing so migration is defined, following the influential work of Jan and Leo Lucassen, as cross-cultural movement (Lucassen, Lucassen and Manning, 2010). In these movements migrants traverse cultural boundaries of values, religions, technologies and political systems and, in doing so, facilitate processes of cultural exchange and negotiation with dynamic and unpredictable outcomes. This definition enables a focus on socio-cultural processes that are arguably particularly, although not exclusively, appropriate for historians of education. Indeed, our goal is less to lay down a particular method or set of concerns than to promote the study of migrants, migration and education at macro, meso and methodological/theoretical levels.

Potential themes for study include:

- Macro: state/nation/empire building and education; educational policy making in respect of migrants and migration.
- Micro/meso: migrant individuals and networks; movements and transformations in knowledge; transmission of material culture; migrants as educational actors; migrant educational institutions; intercultural pedagogy; migrant memory and educational agency;
- Theoretical/methodological: historiography of race/migration; postcolonial theory; whiteness

INTERNACIONAL STANDING CONFERENCE OF HISTORY OF EDUCATION
STANDING WORKING GROUP PROPOSITION

NAME: "History of Laic Education: concepts, policies and practices in the world"

CONVENORS: Adelina Arredondo (Mexico, adelinaarredondo@yahoo.com),
Bruno Poucet (France, bruno.poucet@u-picardie.fr)
Felicitas Acosta (Argentina, acostafelicitas@gmail.com)

RACIONALE:

National educative systems conformation has been a result of nonlinear processes, which go together with the creation of the modern State, the capitalist production and the expansion of urbanization and market economy. States have assumed the function to educate the citizens and sometimes the absolute monopoly on the formal education in societies. For that it has been precise to establish limits between the functions and institutions of the State and the civil society. Secularisation and Laic education have been part of the States empowerment, although with different modalities, degrees, advances and backward movements and facing diverse adversaries. Against the conflicts that were caused for reasons of creed or religion, laic education became a principle and a desirable model to the interior of the nations and in international and transnational organizations.

One of the problems for a discussion among the colleagues interested in this topic is the terminology. The terms *istruzione laica*, *éducation laïque*, *educación laica*, *educação laica*, or *laicità*, *laïcité*, *laicidad*, *laicidade*, *laïcisation*, *laicización*, or *laicização* do not exist in English with the same connotation. We could translate them to "lay education", "secular education", and secularization. But these are not the meaning. In Latin languages, the adjective *laic* gives account of an historical process that maybe has not parallel in the Anglo-Saxon countries.

In many countries "laicisation" firstly led to separate public education from Church; secondly, to omit all religious education, cults and symbols in educational system, and thirdly, in the most radical models, to prohibit, penalise, and forbid any kind of religious contents, pedagogical means, symbols, cults, persons, institutions, and financial or material resources related to any Church or religion in public education in all its grades and levels.

In the face of absence of the right term to name this matter, we do not stay with the adjectives secular or lay. We propose to introduce in our English versions the terms "laic education", laicism, and laicization as concepts with a connotation, which came from historical processes, not as a processes limited to one country, but that occurs in the world. The term laic allows a better comprehension not only of the history of Latin and catholic countries, but also of the history of the educational system in Orthodox, Muslim or other Christian and religious backwards. As well, this term contributes to project future realities within the globalisation processes.

The “laicisation” was fraught with conflicts that included discussions in academy, public media, parliamentary debates and violent clashes. To teach or not religion at schools was one of the fronts on which waged a deeper struggle for control of the state apparatus. Therefore, it was a matter of power and power reproduction through hegemony.

How has been conceptualized laic education? When the ideas about laic education emerged in history and how they took shape in institutions? How laic education in different national and cultural contexts was formed? What kind of social advantages, dilemmas or problems are related to the management of laic educative systems? What adhesions or resistances bring about the different institutional forms of laic education? How laic education acquires new meaning in a transnational, worldwide context?

The objective of the SWG is to contribute to the explanation of the diversity of processes and conditions that made possible the transition from a religious education to a laic education, as one of the fundamental strategies for building hegemonic power in modern States, as well as a mean for obtaining pacific coexistence and respect by the religious and cultural diversity in the world.

MEMBERS:

We have already worked or communicated about joint research with several colleagues from Argentina, Belgium, Brazil, Chile, Colombia, Cuba, Ecuador, France, Greece, Italy, Mexico, Portugal, Spain and Turkey.

ACTIVITIES:

We intend to have several meetings, in the context of each ISCHE conference por discussing con

8C. Proposal for a new Standing Working Group (for approval at the GA of ISCHE 38)

Convenors : André Robert, France (Andre.Robert@univ-lyon2.fr)
Frédéric Mole, Suisse (frederic.mole@univ-st-etienne.fr)
Joaquim Pintassilgo, Portugal (japintassilgo@IE.U LISBOA.PT)

Titre français : **Réformisme(s), Progressisme(s), Conservatisme (s) en éducation : quelles argumentations critiques ?**

Acronyme : REFORPRO

Ce projet fait suite au SWG Pensée critique des enseignants (deux ouvrages publiés), en prolonge la thématique et la renouvelle en l'élargissant.

Les professeurs agissent tous en fonction ce que Sensevy appelle leur *épistémologie pratique* (Sensevy, 2011). Ils organisent leur enseignement en fonction d'un certain nombre d'idées qu'ils ont à propos du savoir, et qui constituent pour eux une sorte de théorie de la connaissance née de la pratique, et qui la contraint. Mais tout professeur agit, plus largement, sur fond d'une conception d'ensemble plus ou moins cohérente de son métier et de son sens (un horizon de sens). Si la mission du professeur est encadrée par des textes réglementaires, tout enseignant adopte une position personnelle plus ou moins critique par rapport à ces textes, dans l'exercice même de sa profession, et en dehors dans le cadre de l'action militante associative, syndicale ou politique.

Il semble donc pertinent de s'interroger sur les tensions qui peuvent diviser les enseignants entre conservatisme(s) et réformisme(s) ou encore progressisme(s), à l'aide de quelles argumentations critiques ils les alimentent et/ou prétendent les surmonter lorsque certains passent à une forme de théorisation de leurs positions et de leurs pratiques. Or, l'histoire des institutions d'enseignement nous fait penser qu'il est parfois difficile de savoir où est la position progressiste dans le contexte des luttes qui agitent les sociétés, ou quelles sont les positions critiques émises sur une situation donnée qui peuvent être considérées comme progressistes, et en quoi elles le sont. Il n'est pas rare en effet d'avoir pu rencontrer des positions d'enseignants considérées comme progressistes sur le plan des options politiques ou sociales, et réputées foncièrement conservatrices en matière éducative ; c'est ce qui a pu être appelé *démo-élitisme* (Robert, 2006). Inversement, telle orientation éducative ou pédagogique innovatrice, progressiste, a pu s'accompagner de conceptions politiques ou de choix philosophiques fondamentalement de type conservateur, voire réactionnaire. Ainsi, l'eugénisme, idéologie réactionnaire au regard de l'approche historique et philosophique, a pu avoir en France des partisans parmi les défenseurs de l'école démocratique, tels qu'Edouard Toulouse et Henri Piéron (Garnier, 2015).

L'une des questions qui se posent pourrait être celle de la détermination des positions progressistes dans le cadre de ce qu'Hanna Arendt nommait le nécessaire *conservatisme* des professeurs (Arendt, 1972). Comment identifier des positions progressistes dans la mesure où l'on considère l'École comme un conservatoire ? Cette question renvoie au fait que certaines contradictions peuvent jouer dans la pensée critique des enseignants : une position qui s'affiche comme progressiste ne peut-elle, sous certaines conditions, mettre en péril ce qui vaut d'être *conservé* dans l'institution scolaire ? Et inversement, une position qui peut sembler conservatrice ne peut-elle, sous certaines conditions, s'avérer une position de résistance à ce qui menace de dilapider le fonds culturel dont l'École est censée être le conservatoire ? Les récents débats en France autour de la réforme du collège (sans préjuger de la position qu'on adopte par rapport à celle-ci) peuvent constituer une illustration contemporaine de cette problématique. En tout état de cause, le SWG s'emploiera à repérer dans l'histoire de l'éducation (histoire longue, histoire du temps présent) des situations emblématiques de ce débat entre plusieurs acceptions possibles des notions de conservatisme, voire philosophie réactionnaire, réformisme et/ou progressisme.

Objectifs :

- Analyser d'un point de vue historique et théorique des notions restant assez ambiguës (réformisme, progressisme, conservatisme en éducation)
- Atteindre le même niveau de publication que le SWG précédent « Pensée critique des enseignants » (2 ouvrages en 5 ans).

English version:

In continuity with the previous SWG Teachers Critical Thinking, a new SWG is proposed for the next five years (2017-2022) :

Reformism (s), Progressivism (s), Conservatism (s) in education: what critical argumentations?

Reformism (s), Progressivism (s), Conservatism (s) in education: what critical argumentations?

Teachers all act according to what Sensevy called their *practical epistemology* (Sensevy, 2011). They organize their teaching on the basis of ideas pertaining to what they conceive as knowledge. These ideas constitute for them a kind of theory of knowledge which springs from practice, and controls it. But, more largely, every teacher acts according to a more or less coherent overall conception of his work and its meaning (a horizon of meaning). If the teacher's task is constrained by legislation and regulatory documents, every teacher adopts a more or less critical position towards them in the discharge of his duties as well as in his political, union, or associative activism.

It therefore seems relevant to investigate not only the tensions that may divide teachers between "conservatism(s)," "reformism(s)," and "progressivism(s)," but also to examine the critical arguments they use to foster or overcome these distinctions when some teachers endeavor to theorize their positions and practices. Now, the history of schooling inclines us to think that it is sometimes difficult to find out which position is really progressive in a context of struggles within societies. Likewise, deciding, in such a context, whether critical assessments of a given situation are to be considered progressive or not and why is no easy task. Indeed, it is not uncommon for teachers to adopt positions conceived as progressive on the political and social side and which are, at the same time, regarded as fundamentally conservative on the educative side; such a phenomenon was called *demo-elitism* (Robert, 2006). Conversely, a progressive, innovative educational view may be rooted in conservative political conceptions or in backward-looking, if not reactionary, philosophical options. For instance, eugenics, which can be considered historically and philosophically as a reactionary ideology, may have had advocates among the strong supporters of democratic schooling, such as Édouard Toulouse and Henri Piéron (Garnier, 2015).

Among the numerous questions that may be explored, one concerns the determination of progressive positions within Hannah Arendt's framework of the necessary *conservatism* of teachers (Arendt, 1972). How is it possible to identify progressive positions, given that the school is a conservative institution? Such a question underlines the fact that certain contradictions may prove to be important in teachers' critical thinking: can an avowedly progressive position jeopardize, under certain circumstances, the things worthy of being *preserved* within the school? And, conversely, can an apparently conservative view prove itself to be a determined stand against the squandering of the cultural legacy which it is the school's duty to preserve? The recent debates in France surrounding middle school reform (without prejudice to anyone's position on that matter) may constitute in this regard a contemporary illustration of this issue. In any case, the Standing Working Group will strive to identify in the history of education (whether in long-run history or in the history of present times) situations emblematic of this debate pertaining to the various meanings of terms such as conservatism, or even reactionary philosophy, reformism and/or progressivism.