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PROGRAM

ISCHE 38



EDUCATION  
AND THE  
BODY

CHICAGO • AUGUST 17-20, 2016

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## ISCHE 38 SCHEDULE OVERVIEW

Unless otherwise noted all ISCHE 38 events will take place at Loyola University Chicago's Water Tower Campus in the Corboy Law Center at 25 East Pearson Street

### Tuesday August 16

9:00-1:00 Preconference Workshop: Merit | Achievement as a Paradigm  
2:00-5:00 Preconference Workshop: Migrants Migration and Education

### Wednesday August 17

1:00-2:30 Parallel Sessions (10.)  
2:30-3:00 Coffee Break  
3:00-4:30 Parallel Sessions (20.)  
5:00-5:30 Conference Opening Ceremony at Newberry Library (60 W Walton)  
5:30-6:30 Keynote Address at Newberry Library  
6:30-8:30 Opening Reception and "Education and Body" Mini-Exhibit at Newberry Library

### Thursday August 18

8:30-10:00 Parallel Sessions (30.)  
10:00-10:30 Coffee Break  
10:30-12:00 Parallel Sessions (40.)  
10:30-12:30 Parallel Sessions (41.)  
12:00-1:30 Lunch  
1:30-3:00 Parallel Sessions (50.)  
3:00-5:30 Excursion to Jane Addam's Hull House (800 S Halsted) [Included in Conference Registration]  
6:00-7:00 Keynote Address at University of Illinois Chicago

### Friday August 19

8:30-10:00 Parallel Sessions (60.)  
10:00-10:30 Coffee Break  
10:30-12:00 Parallel Sessions (70.)  
10:30-12:30 Parallel Sessions (71.)  
12:00-1:30 Lunch  
1:30-2:30 Keynote at American Dental Association (211 E Chicago)  
2:30-4:00 General Assembly Meeting at American Dental Association  
4:30-6:00 Parallel Sessions (80.)  
4:30-6:30 Parallel Sessions (81.)  
7:30 Banquet Dinner (National Museum of Mexican Art, 1852 W 19th) [Additional Registration Required]

### Saturday August 20

8:30-10:00 Parallel Sessions (90.)  
10:00-10:30 Coffee Break at American Dental Association  
10:30-11:30 Keynote at American Dental Association  
11:30-12:00 Closing Ceremony at American Dental Association  
12:00-1:30 Lunch  
3:00-4:30 Architectural River Boat Cruise [Additional Registration Required]  
6:10 Chicago White Sox Game [Additional Registration Required]



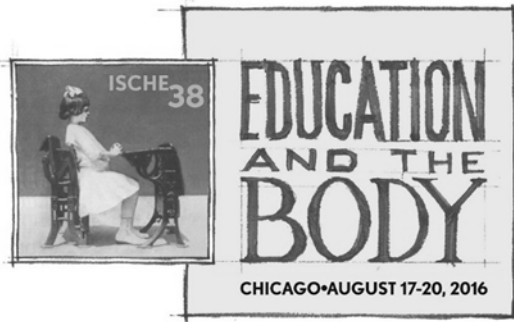
### Greetings from the President of ISCHE

I was deeply honored to be elected President of ISCHE at our conference in Istanbul in June 2015. It has been an exciting year, learning the ropes, and planning for this conference in Chicago. In addition to managing business within the executive committee, I have been privileged to accompany a number of projects initiated under Eckhardt Fuch's presidency. We have made the transition to becoming a member-based association. We have signed a book contract with Palgrave for a new ISCHE book series, entitled *Global Histories of Education*. We helped sponsor a regional workshop in Colombia in February 2016. And we have worked in tandem with the local committee in Chicago to ensure this conference will be a success.

This program should convince everyone that the history of education is a vibrant and sophisticated field. It is particularly satisfying as an historian based in Europe, to see that ISCHE 38 Chicago has attracted scholars based throughout the world, in addition to many American scholars. We are a truly international community of scholars. The organizers of the conference have designed an exciting program from start to finish, allowing us to discover not only the diversity of perspectives on education and the body, but also the cultural resources of Chicago. They have also striven to encourage conversations in languages other than English, a principal to which I am particularly committed as the first French President of ISCHE. But I am also American, born in Chicago, and it is tremendously moving to be with you here for my first ISCHE conference as President.

Enjoy the conference!

Rebecca Rogers  
ISCHE President



Welcome from the ISCHE 38 Conference Convenors

In choosing “Education and the Body” as the theme of ISCHE 38 we wanted participants to pose questions about the material and discursive positioning of human bodies in education, educational practices of embodiment, metaphorical uses of the concepts of “body” and “bodies” in relation to education. As conference organizers, we wanted to encourage our colleagues to consider how a focus on the body offers us new perspectives into the development of educational patterns and institutions. We wanted to challenge our fellow historians to explore how difference has historically been created between different bodies, as well as how different bodies have moved and have been shaped to move in the history of education. And, now upon the completion of this program, we could not be happier or more excited about the innovative and rigorous ways that ISCHE members have responded to this charge!

This conference could not have taken place without the extraordinary work of dozens of volunteers. We have relied heavily on the advice and assistance of our Local Organizing Committee and we are extremely grateful to the tremendous assistance we have received from innumerable staff members and departments from across Loyola University Chicago. Alongside the chief conference coordinator, Yver Melchor, the Loyola School of Education Dean, Terri Pigott and the Business Manager Andrew Ramos deserve particular mention for their support.

We warmly welcome you to Chicago and hope that in addition to enjoying the rich intellectual conference program you have the chance to explore this wonderful city!

Noah W. Sobe  
Kate Rousmaniere  
ISCHE 38 Co-Convenors

**ISCHE 38 LOCAL ORGANIZING COMMITTEE**

*David Boven (Loyola University Chicago)*  
*Alexandra Fair (Miami University Ohio)*  
*Michael Hines (Loyola University Chicago)*  
*Annmarie Ryan (Loyola University Chicago)*  
*Brian Schultz (North Eastern Illinois University)*  
*Ann Marie Valdes (Loyola University Chicago)*  
*Marc VanOverbeke (Northern Illinois University)*  
*Melli Velazquez (University of Oklahoma)*

**ISCHE 38 SCIENTIFIC COMMITTEE (PROGRAM REVIEW COMMITTEE)**

*Grace Oluremilekun Akanbi (College of Education, Nigeria)*  
*Dionne Danns (Indiana University, USA)*  
*Ines Dussel (CINVESTAV-IPN, México)*  
*Jason Ellis (University of British Columbia, Canada)*  
*Heather Ellis (Liverpool Hope University, UK)*  
*Akawuku Godspower (College of Education, Nigeria)*  
*Karen Graves (Denison University, USA)*  
*Jon Hale (College of Charleston, USA)*  
*Thérèse Hamel (Université Laval, Canada)*  
*Rita Hofstetter (Université de Genève, Switzerland)*  
*Ben Johnson (Utah Valley University, USA)*  
*Robert Johnson (University of Illinois, USA)*  
*Iveta Kestere (Latvia University, Latvia)*  
*Kristen Nawrotzki (Paedagogische Hochschule Heidelberg, Germany)*  
*Chris Ogren (University of Iowa, USA)*  
*Yoon Pak (University of Illinois, USA)*  
*Lisa Panayotidis (University of Calgary, Canada)*  
*Mario Rios Peres (Syracuse University, USA)*  
*Helen Proctor (University of Sydney, Australia)*  
*André Robert (Université Lumière Lyon, France)*  
*Myriam Southwell (Ciencias de la Educación de Argentina, Argentina)*  
*Tim Stanley (University of Ottawa, Canada)*  
*Geert Thyssen (Università degli Studi di Sassari, Italy)*  
*Pablo Toro (University Alberto Hurtado, Chile)*  
*Chen Wang (Beijing Normal University, China)*  
*Jim Albisetti, (University of Kentucky, USA)*  
*Inês Félix (Umeå University, Sweden)*  
*Ann Marie Ryan (Loyola University Chicago USA)*  
*Wayne J Urban (University of Alabama, USA)*  
*Kay Whitehead (Flinders University, Australia)*  
*Roberta Wollons (University of Massachusetts, USA)*

## ISCHE 38 KEYNOTE ADDRESSES

Wednesday August 17, 5:30pm - 6:30pm (at Newberry Library, 60 West Walton St – 10 minute walk)\*

**Materiality, Metaphor, and Method: The Central Role of Embodiment in the History of Education**

*Mona Gleason (University of British Columbia, Canada)*

Mona Gleason is professor in the Department of Educational Studies at the University of British Columbia, specializing in the history of children and youth and the history of education. She teaches and researches in the areas of critical approaches to children and youth, gender and sexuality, the body, race and nation, research methods in education, and schooling and the family. Gleason's research has focused on children's varied experiences with social inequality, shaped by race, class, gender, size, and age, and the role that educational and medical professionals have played both in deepening and mitigating inequality. The responses of young people and their families to these interventions are centrally important in her work. She is the author of two books and the co-editor of five books on topics foregrounding the history of children and education in multiple contexts. Her current research project explores children's relationship with their environment in the past and how this might inform contemporary approaches to environmental education in British Columbian schools.

Thursday August 18, 6:00pm - 7:00pm (at University of Illinois Chicago – buses provided from 25 E Pearson)\*

**Chicago and Mississippi, Race, Violence and Education: The 1955 Emmett Till Case**

*Elliott Gorn (Loyola University Chicago, USA)*

Elliott J. Gorn is Professor of American Urban History at Loyola University, Chicago. His interdisciplinary scholarship has centered on multiple aspects of urban and American culture, particularly the history of various social groups in American cities since 1800. His major works examine various aspects of urban life and city cultures in the nineteenth- and twentieth-century United States, including biographical studies of John Dillinger and Mother Jones, and histories of American sports as well as edited volumes on the social history of Chicago, the McGuffey Readers, American Social History, and Muhammad Ali. His current work explores the social and cultural history of the 1955 Emmett Till murder and civil rights case.

Friday August 19, 1:30pm – 2:30pm (at American Dental Association, 211 East Chicago Ave – 10 minute walk)\*

**The civilization/decivilization of the body at school and the emotional, social and historical tensions present in this dynamic** (*Lecture in Portuguese with simultaneous translation into English; please bring ID for headset*)

*Cynthia Greive Veiga (Universidade Federal de Minas Gerais, Brazil)*

Cynthia Greive Veiga, Professor of History of Education, Universidade Federal de Minas Gerais, Brazil, specializes in the sociology of Norbert Elias, writes on the history of the emotions, and body discipline in schooling. Her work encompasses the history of public elementary schooling in 19th and twentieth-century Brazil, including the development of citizenship rights and concepts of civilization, the history of teaching, and the development of education for poor, black and mixed-race children. She has also centered on the history of childhood and the role of education in national and civic identity formation.

Saturday August 20, 10:30am - 11:30am (at American Dental Association, 211 East Chicago Ave – 10 minute walk)\*

**Educability, Disability and the Making of Family: the case of American Adoption**

*Sandy Sufian (University of Illinois, Chicago, USA)*

Sandra Sufian is an Associate Professor of Medical History and Humanities at the University of Illinois College of Medicine at Chicago and Associate Professor of Disability Studies in the Department of Disability and Human Development (UIC). Her work encompasses medical humanities and social science with a focus on the history of medicine, global health and medicine, and disability in a global context, with a particular emphasis on the Middle East and North Africa. She is the founder of the Global Network of Researchers on HIV/AIDS in the Middle East and North Africa and is on the Board of the Disability History Association and is the Chair of the Disability Task Force for the American Historical Association. Currently Sufian is working on a project about the history of disability and adoption in America after 1945.

\* If you require transportation to any of these locations or wheelchair accessibility on the bus please contact the organizers at [ische2016@ische.org](mailto:ische2016@ische.org)

## ISCHE 38 HIGHLIGHTED EVENTS

Thursday August 18, 10:30am - 12:00pm

40.02 John Dewey in Chicago Location: CLC 105

★ ISCHE 38 Highlighted Panel ★

Chair, *Amy B Shuffelton (Loyola University Chicago)*

'On a Piece of Research Together': John Dewey and the Laboratory School Teachers in Chicago  
*Anne Durst (University of Wisconsin-Whitewater)*

On Being a Philosopher-Organizer: John Dewey's Legacy of Political Activism in Chicago  
*Jessica A. Heybach (Aurora University)*

Friday August 19, 8:30am - 10:00am

60.15 Archival Bodies: Chicago Archivists and Preserving the Educational Past Location: CLC 106

★ ISCHE 38 Highlighted Panel ★

Chair, *Ann Marie Ryan (Loyola University Chicago)*

*Peggy Glowack (Special Collections & University Archives, University of Illinois at Chicago)*

*Douglas Bicknese (National Archives at Chicago, Great Lakes Division)*

*Julie Wroblewski (Chicago History Museum)*

Friday August 19, 10:30am - 12:00pm

70.08 Publishing in History of Education Journals Location: CLC 105

★ ISCHE 38 Highlighted Panel ★

Organizer, *David Boven (Loyola University Chicago)*

Participants:

*Ian Grosvenor (Paedagogica Historica: International Journal of the History of Education)*

*Daniel Tröhler (Bildungsgeschichte. International Journal for the Historiography of Education)*

*Nancy Beadie (History of Education Quarterly)*

Friday August 19, 10:30am - 12:30pm

71.01 Jonathan Zimmerman: Too Hot to Handle [Author Meets Critics]  
Location: CLC 106

★ ISCHE 38 Highlighted Panel ★

Chair, *Kate Rousmaniere (Miami University Ohio)*

Participants:

*Jonathan Zimmerman (New York University)*

*Diana Gonçalves Vidal (USP)*

*Theodorus Zervas (North Park University)*

### HIGHLIGHTED MULTILINGUAL PANELS

ISCHE conferences are multilingual environments and any of the submissions to ISCHE can be placed on multilingual panels. However at ISCHE 38 we are experimenting with ways to promote and facilitate academic exchange in and among all of ISCHE's four official languages (English, French, German and Spanish). These featured panels will be 2 hour panels as opposed to the standard 90 minute length and while we will not be arranging translators, these panels will feature a chair who is at least bilingual and able to summarize comments and questions. The allocation of additional time is not to allow more panelists per panel or longer presentations but to allow more time for exchange.

Panelists on featured multilingual panels will present in their chosen language and are also requested to make a copy of any presentation slides available in another of the official ISCHE languages. We encourage ISCHE 38 attendees to collectively contribute their language skills to facilitate multilingual intellectual exchange at these highlighted multilingual panels and across the conference as a whole. Please feel free to offer feedback and suggestions to the conference organizers at [ische2016@ische.org](mailto:ische2016@ische.org).

Highlighted Multilingual Panels at ISCHE 38 are scheduled at the following times:

Thursday August 18, 10:30am - 12:30pm

★ Highlighted Multilingual Panels ★

41.01 Historicizing the Body: History and Theory (*Français, Español*)

41.02 Sex and Death (*English, Français*)

41.03 Physical Education for Nation Building (*Français, Español, English*)

Friday August 19, 10:30am - 12:30pm

★ Highlighted Multilingual Panels ★

71.02 Historicizing the Body: History and Theory (*Français, Español*)

71.03 Professional Training and the Body (*English, Deutsch*)

Friday August 19, 4:30pm - 6:30pm

★ Highlighted Multilingual Panels ★

81.01 Historical Methods: Oral History, Court Reports, & Obituaries (*Español, English*)

81.02 Public Health and Body Education in Germany (*Deutsch, English*)

81.03 Regulating and Disciplining Bodies (*Español, English*)

81.04 Preparing the Catholic Body (*Español, English*)

81.05 The Regulation of Bodies in Space and Place (*Español, English*)



### EARLY CAREER RESEARCHER EVENTS

ISCHE 38 will feature several events of direct interest to students, postgraduates and other early career researchers. David Boven ([dboven@luc.edu](mailto:dboven@luc.edu)) is serving as the Student Representative on the ISCHE Executive Committee and is coordinating special events at the ISCHE 38 conference.

On Thursday August 18th from 12:00-1:30pm in CLC 321 (3rd Floor Corboy Law Center, 25 East Pearson Street) we will be hosting an Early Career Researcher Lunch, which is a chance to meet other students and recent doctoral graduates who are just entering the field. A separate buffet lunch will be available just outside room CLC 321. The meeting will also provide an opportunity to meet with members of the ISCHE Executive Committee both to learn more about ISCHE and to provide input and feedback.

The ISCHE 38 conference features a special highlighted panel on Friday August 19th 10:30am-12:00pm, 70.08 Publishing in History of Education Journals (Location: CLC 105). At this session the editors of *Paedagogica Historica: International Journal of the History of Education*, the *Bildungsgeschichte. International Journal for the Historiography of Education*, and the *History of Education Quarterly* will offer guidance and advice on journal publishing.

Also note that ISCHE is one of the sponsors of an annual History of Education Summer School. The 2017 History of Education Summer School will take place in Sassari, Sardinia (Italy) June 8-10, 2017. Please check the [ische.org](http://ische.org) website for additional information later this year.

### ISCHE EARLY CAREER CONFERENCE PAPER AWARD

We welcome applications for the ISCHE Early Career Conference Paper Award, which is given to the best paper presented by a student / postgraduate early career scholar (understood as up to 5 years post PhD). In evaluating submissions for the ISCHE Early Career Conference Paper Award the committee takes into consideration the quality of the work, innovation in sources and methods used, contribution to the annual conference theme and overall contribution to the field. To submit your paper for consideration please email it to [ische2016@ische.org](mailto:ische2016@ische.org) with the subject heading "Early Career Conference Paper Award Submission" by October 1st, 2016. All papers by eligible early career scholars submitted for possible inclusion in the "ISCHE 38 Education and the Body" *Paedagogica Historica* special issue (see next page) will also be considered for the ISCHE Early Career Conference Paper Award.

Additional information on the award, including the names of past recipients, is available on the ISCHE website at <http://www.ische.org/about-ische/ische-early-career-paper-award/>. The award-winning paper may be published in the conference special issue of *Paedagogica Historica* or a general issue with acknowledgement to the ISCHE conference. Please note that this award was previously known as the "ISCHE Prize" but was renamed the "ISCHE Early Career Conference Paper Award" in June 2015.

### “EDUCATION AND THE BODY” *PAEDAGOGICA HISTORICA* SPECIAL ISSUE

The ISCHE 38 Conference Convenors invite conference presenters to submit their papers to be considered for publication in a special issue of *Paedagogica Historica* that will address the “Education and the Body” theme. Submissions must be received by October 1st, 2016 and should be formatted to adhere to the *Paedagogica Historica* manuscript style. Information available at <http://www.tandfonline.com/toc/cpdh20/current>

Please submit all manuscripts through the ScholarOne system at <https://mc.manuscriptcentral.com/cpdh>, indicating that the paper is to be considered for the ISCHE 38 Education and the Body special issue. All queries should be addressed to the special issue editors, Noah W Sobe ([nsobe@luc.edu](mailto:nsobe@luc.edu)) and Kate Rousmaniere ([rousmak@miamioh.edu](mailto:rousmak@miamioh.edu)).

### ISCHE “GLOBAL HISTORIES OF EDUCATION” BOOK SERIES

ISCHE is launching a Global Histories of Education book series (to be published by Palgrave Macmillan) that aims to publish single authored or edited volumes of historical scholarship that analyze 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 Histories of Education 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 who themselves are appointed by the ISCHE Executive Committee to serve 3-5 year terms.

Book Series Editors, *Diana Vidal (University of Sao Paulo, Brazil), Tim Allender (University of Sydney, Australia), Eckhardt Fuchs (Georg Eckert Institute, Germany), Noah W Sobe (Loyola University Chicago, USA)*

Please feel free to approach the Book Series editors at any point during the conference with questions or suggestions. During the 10am-10:30am Coffee Break on Friday August 19th (Location: 2nd Floor Lobby, Corboy Law Center, 25 East Pearson St) we will hold an official launch event.

Additional information is available at [www.ische.org/book-series](http://www.ische.org/book-series). Proposals and queries should be addressed to [bookseries@ische.org](mailto:bookseries@ische.org). Preliminary inquiries are welcome and encouraged.

## STANDING WORKING GROUPS

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. (See <http://www.ische.org/about-ische/standing-working-groups/> for more information)

### Mapping the Discipline History of Education SWG (Established 2014)

Convenors: Eckhardt Fuchs, Rita Hofstetter, Emmanuelle Picard and Solenn Huitric

ISCHE 38 Panels: 10.01 20.08, 30.16, 80.05, 82.01

General Overview: In the context of the growth, complexification and internationalization of higher education and research, it had seemed to be fruitful to map the history of education in Europe since the early nineties. Our 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. It aims to describe the recent evolution of History of Education in order to make it more visible and, in knowing it and in reflecting on it, to reinforce its foundation and legitimacy. It may also serve as reference for prospective planning and for establishing a research agenda. This mapping will focus on the emblematic traits that characterize any discipline: its institutional foundation (Institutes, departments, posts), communication networks (associations, scientific events, means for publication), the structures of socialization and education of the new generation (curriculum, diploma, doctoral theses) and the ongoing renewing of knowledge produced by the discipline (research, epistemological foundation, research methods). Transcending internal debates and defying boundaries of all types, our research program seeks to further the self-reflexive study of the discipline through the creation of collectively built databases. Via a shared virtual platform, such databases will provide common access to a catalogue of researchers and institutions, media outlets and studies on the history of education, irrespective of their institutional and geographic moorings. 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.

For additional information and to become involved: Please contact Rita Hofstetter ([Rita.Hofstetter@unige.ch](mailto:Rita.Hofstetter@unige.ch)), Emmanuelle Picard ([emmanuelle.picard@ens-lyon.fr](mailto:emmanuelle.picard@ens-lyon.fr)) or Eckhardt Fuchs ([fuchs@gei.de](mailto:fuchs@gei.de)).

### Touching Bodies in School SWG (Established 2014)

Convenors: Diana Vidal (Brazil, USP), Ines Dussel (Mexico, Cinvestav) and Marcelo Caruso (Germany, Humboldt University)

ISCHE 38 Panels: 60.13, 70.06, 80.02

General Overview: In contemporary schools, 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

**STANDING WORKING GROUPS (continued)**

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?

For additional information and to become involved: Please contact Diana Vidal ([dvidal@usp.br](mailto:dvidal@usp.br)) or Ines Dussel ([idussel@gmail.com](mailto:idussel@gmail.com))

**Objects, Senses and the Material World of Schooling (Established 2015)**

Convenors: Kazuhisa Fujimoto (Japan, Keio), Ian Grosvenor (UK, Birmingham), Noah W Sobe (USA, Loyola University Chicago) and Mirian Warde (Brazil, UNIFESP)

ISCHE 38 Panels: 81.07

General Description: The “object lesson” or the “intuitive method” was a significant nineteenth and early twentieth century pedagogical innovation in many settings around the globe yet it has generally speaking not yet received systematic, concerted history of education research attention. Of particular significance are the ways that ideas and practices related to teaching through/with objects and in relation to the senses circulated trans-nationally. Many were the ways that information about this set of innovations circulated, including for example the reports of C. Hippeau (1803-1883) and F. Buisson (1841-1932) who, like others either on their own initiative or commissioned by various governments, produced detailed reports on new developments in the educational field in America and in Europe. Object teaching could be praised for its modernizing qualities, its alignment with the child’s nature, as well as for its effectiveness in improving teaching practice. Moreover, it is our contention that this pedagogical movement reorganized pedagogical practice in a depth and breadth that historians of education have only begun to explore.

For additional information and to become involved: Please contact Mirian Warde ([mjwarde@uol.com.br](mailto:mjwarde@uol.com.br)) or Noah W Sobe ([nsobe@luc.edu](mailto:nsobe@luc.edu)).

**Gender SWG (2012-2016)**

Convenors: Adelina Arredondo and Christine Mayer

The Gender SWG has completed its activities and will be holding a final wrap-up session at ISCHE 38 (81.08).

## ACCESSIBILITY

The International Standing Conference for the History of Education (ISCHE) and the ISCHE 38 Conference Convenors are committed to offering an accessible environment for all. The ISCHE organization's Accessibility Statement is available at [www.ische.org/about-ische/accessibility-statement/](http://www.ische.org/about-ische/accessibility-statement/). Prof. Kate Rousmaniere ([rousma@iamioh.edu](mailto:rousma@iamioh.edu)) is the ISCHE 2016 Accessibility Contact Person who will help manage accommodations and communication.

### Plenary Sessions

All ISCHE 38 plenary sessions will be captioned in English.

### Gender-Inclusive Restroom Facilities

A designated gender-inclusive (Unisex) restroom facility is available on the first floor of the Terry Student Center, directly across the street from the Corboy Law Center (at 26 E Pearson Street). This restroom facility will be available for use by all and may also function as a family restroom.

### Lactation Room

Upon request ISCHE will provide a private lactation room for nursing mothers. If you require use of this room, please notify the Local Organizing Committee at [ische2016@ische.org](mailto:ische2016@ische.org).

### Transportation and Mobility Assistance

ISCHE 38 events will be held in several different locations. However the principal conference venue where registration, all panels, lunches, the book exhibit and all related meetings will take place is Loyola University Chicago's Corboy Law Center at 25 East Pearson Street, Chicago IL 60611. A keynote address and the conference welcoming reception will also take place at the Newberry Library at 60 West Walton Street (0.3 mi / 0.5 km away from the main conference venue). Additional keynote addresses and the ISCHE General Assembly meeting will take place in the auditorium of the American Dental Association at 211 East Chicago Ave. (0.25 mi / 0.4 km away from the main conference venue). ISCHE 38 will also include an excursion to Hull House at 800 South Halstead Street and a keynote in an auditorium at the adjacent University of Illinois Chicago (UIC). Please see the map at the end of this program book. Roundtrip bus transportation – in chartered American yellow school buses! – will provided from the main conference venue. If you require transportation to any of these locations or wheelchair accessibility on the bus please contact the organizers at [ische2016@ische.org](mailto:ische2016@ische.org)

## PRESENTATION SUGGESTIONS

As you prepare your ISCHE presentation, we ask you to bear in mind the diversity of our membership and your audience. ISCHE spans many disciplines, nationalities, languages, cultural communities, and learning styles. Think about issues of privilege and injustice and reflect on the inclusions and exclusions of your presentation.

ISCHE strongly encourages participants to abide by the principles of accessibility in academic presentations which often have unintended benefits for everyone. Please see specific suggestions at [www.ische.org/2016-accessibility/](http://www.ische.org/2016-accessibility/). Additional resources include [www.disstudies.org/conferences/accessible-presentations](http://www.disstudies.org/conferences/accessible-presentations) and [composingaccess.net/](http://composingaccess.net/).

## ISCHE 38 PROGRAM

Tuesday August 16 (Preconference)
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Tuesday August 16, 9:00am - 1:00pm
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00.01 Preconference Workshop [Additional, No-Cost Registration Required]

Location: CLC 105 (25 East Pearson Street, Loyola University Chicago Water Tower Campus)

**Merit | Achievement as a Paradigm – Discourse and Practices in a Historical Perspective**

Convened by *Kathrin Berdelmann (Research Library of the History of Education, Berlin, Germany)* and *Sabine Reh (Humboldt University Berlin, Germany)*, and *Noah W Sobe (Loyola University Chicago, USA)*

Practices of constructing 'achievement': On the (subjectivation)-logic of a pedagogical paradigm  
*Norbert Ricken (Ruhr-University of Bochum)*

Observation of students as shaped by a system of merits in late 18th Century  
*Kathrin Berdelmann (Research Library of the History of Education)*

Transition and Admission. Rites of Passage, Merit and Achievement in Latin Schools in Early Modern Germany  
*Jens Nagel (Forschungszentrum Gotha der Universität Erfurt)*

The German Essay and the Concept of Achievement. Practices in the Abitur-Exam 1883 – 1913  
*Joachim Scholz (Research Library of the History of Education, Berlin, Germany)*

Intelligence Testing: Dutch Debate About the Relationship between Education and Politics  
*John Exalto (Vrije Universiteit Amsterdam)*

Achievement and the loss of effort: How the concept of motivation replaced the human will and fixation with goals  
*Lukas Held*

From cultura general to aptitude. On the production of a test-oriented meritocratic paradigm in Chile (1966-2002)  
*Cristina Alarcon (Humboldt University Berlin)*

Merit and Achievement from a Pedagogical Perspective. A Historizing Examination of the Discussion on Alternative Formats of Student Assessment in Germany from 1960 until today  
*Kerstin Rabenstein & Mark Schäffer (Universität Göttingen)*

A Century of Building Bridges: Historicizing the Child, the African, and the Mind  
*Christopher Kirchgasser (University of Wisconsin-Madison)*

Dividing by Capacity: Historicizing Measures of Science Ability and Achievement in U.S. Science Education  
*Kathryn Kirchgasser (University of Wisconsin-Madison)*

'Time' as a lens to problematize the systems of reasoning  
*Sun Young Lee (University of Wisconsin-Madison)*

Tuesday August 16, 2:00pm – 5:00pm
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00.02 Preconference Workshop [Additional, No-Cost Registration Required]

Location: CLC 105 (25 East Pearson Street, Loyola University Chicago Water Tower Campus)

### Migrants, Migration and Education

Convened by Kevin Myers (University of Birmingham, United Kingdom), Christian Ydesen (University of Aalborg, Denmark), and Paul Ramsey (Eastern Michigan University, USA)

Migration and Education: themes and perspectives

*Kevin Myers (University of Birmingham), Christian Ydesen (University of Aalborg), and Paul Ramsey (Eastern Michigan University)*

History of Education and the Social Study of Migration and Refugees

*Angelo Van Gorp (Ghent University)*

Schooling, migration and race in settler colonial Australia: Hidden in plain (historiographical) sight

*Helen Proctor (University of Sydney) and Arathi Sriprakash (University of Cambridge)*

'Mobilities' and Migrants, Migration and Education

*Maria Williams (University College London, Institute of Education)*

Migrations and education. Some suggestions from research on Italian mass migration in Brazil

*Alberto Barausse (University of Molise) and Angela Terciane Luchese (University of Caxias do Sul)*

"Here" and "There", "Now" and "Then" – Migrant Life, Educational Agency

*Marta Padovan-Özdemir (University of Copenhagen)*

Similarities and Differences in Three European Experiences with Wars, Refugees and their Schooling in the 20th Century - the Case of Slovenia

*Branko Šuštar (Slovenski šolski muzej)*

The multicultural tragedy: education and migration in Dutch society. Changing perspectives in policy and research (1950-2015)

*Sjaak Braster (Erasmus University Rotterdam, the Netherlands) and María del Mar del Pozo Andrés (University of Alcalá)*

Immigrant teachers: between an old community and a new society

*Tali Tadmor Shimony (Ben-Gurion University of the Negev)*

Migrants and language learning in Russia, 18th – early 19th c.

*Vladislav Rjeoutski (Deutsches Historisches Institut Moskau)*

Babylon By Bus? Trying to desegregate English schools in the 1960s-1970s

*Olivier Esteves (University of Lille)*

### Wednesday August 17

Registration and Information Desk (2nd Floor lobby Corboy Law Center, 25 East Pearson St) will be open 12:00pm to 5:00pm.

### Wednesday August 17, 1:00pm - 2:30pm

#### 10.01 Contextualizing the Body Location: CLC 304

Chair, Chris Kirchgasser (*University of Wisconsin-Madison*)

Michel Foucault and Paulo Freire: The History of Docilization and Interdiction of the Body in Brazilian Education (*English*)

*Miriam Furlan Brighente (Pontifícia Universidade Católica do Paraná)*

Conceptual and Contextual Clarifications of History and History of Education as a Body Devoid of Present  
(English)

*Yusuf Maigida Abdulrahman (University of Port Harcourt)*

Rethinking the Histories of Education: Schools as Historical Spaces, Nationalizing Mythologies, and the  
Archaeology of the Everyday (English)

*Tim Stanley (University of Ottawa)*

#### 10.02 Case Studies of Schools Location: CLC 105

Chair, *Hilda T.A. Amsing (University of Groningen)*

Quiet bodies: a glance of cultural realities inside some day care institutions in 1970s and 1980s in Brazil  
(English)

*Alessandra Elizabeth Ferreira Goncalves Prado (Federal University of São Carlos)*

The Jesuits as 'the school staff/body' and 'the student body' in the Russian Empire 1773-1820 (English)

*Andrzej Pawel BIES (Jesuit University Ignatianum)*

The Pedagogical Model of the Professional School No.1: Body, Rules and Practices in the Daily Life of an  
Alternative Institution (English)

*Maria João Mogarro (Universidade de Lisboa)*

#### 10.03 Gendered Bodies in Popular Magazines Location: CLC 303

Chair, *Edward Janak (University of Toledo)*

Embodiment and the beauty myth: Women Images in the O Cruzeiro magazine (English)

*Aline Casulari Pinhate (University of Brasilia - UnB)*

The Children's Magazine O Tico-Tico and the Regulation of the Bodies of Brazilian Girls (1905-1921)  
(English)

*Luciana Borges Patroclo (Pontificia Universidade Católica do Rio de Janeiro/PUC-Rio)*

#### 10.04 Exercising Bodies Location: CLC 106

Chair, TBD

The Madzsar's system: a special females' physical education in Hungary (English)

*Livia Vass (University of Pécs)*

Éducation des corps, disciplinarisation des sports. Retour sur le processus d'intégration des sports en  
éducation physique en France (fin XIXe- 1981) (Français)

*Doriane Gomet, Michaël Attali, Thomas Falchun (University of Rennes 2)*

Historical Overview of Physical Exercise and Its Impacts on The Students' Academic Achievement in  
Nigeria. (English)

*Olatunde Rasheed Fatoki (Adeyemi College of Education) Funsho Christiana Oyewumi (Adeyemi College of Education)*

#### 10.05 Live a Healthy Life! Advice Manuals for Students Location: CLC 301

Chair, *Attila Nóbik (University of Szeged)*

Education of boys and girls represented in reading books: a study on the graded series Puiggari-Barreto  
(1905-1922) (Español)

*Flavia Rezende (Universidade Estadual de Campinas UNICAMP)*



Education of bodies through school report books in Hungary in the 1920's and 1930's. (*English*)  
*Attila Nóbik (University of Szeged)*

10.06 New Education in Brazil Location: CLC 302

Chair, *TBD*

Renovating the body and the mind: Abilio César Borges' new pedagogical practices at Imperial Bahia, Brazil (1858-1870) (*English*)  
*Carlos Eduardo Dias Souza (Rio de Janeiro State University)*

Alice Meirelles Reis in between Froebel, Decroly, Montessori, Kilpatrick and Dewey: building bodies for and in Preschool Education in Brazil (*English*)  
*Alessandra Arce Hai (Universidade Federal de São Carlos)*

10.07 School and Diseases in the World (19th-20th centuries): Spaces and Preventions (1 of 4)

Location: CLC 322

Chair, *Lucia Martinez Moctezuma (Universidad Autónoma del Estado de Morelos) Parayre Séverine Institut Catholique de Paris, Faculté d'éducation*

Heliotherapy and the 'Diseases of Darkness': Invisible Architecture and the Écoles de Plein Air (*English*)  
*Gina Greene (University of Southern California)*

Damaging effects of school in Hungary (*English*)  
*Henriette Pusztafalvi (University of Pécs)*

La salud corporal como principio para combatir las enfermedades en el colegio de Vizcainas, 1890-1900 (*Français*)  
*Luz Elena Galván Lafarga (Centro de Investigaciones y Estudios Superiores en antropología Social CIESAS)*

L'école uruguayenne du 19ème siècle, protagoniste clé de la prévention contre la variole des enfants (1828 - 1880) (*Français*)  
*Nancy Gonzalez Salazar (EHESS)*

Discussant, *Mary Kay Vaughan (University of Maryland)*

10.08 Body at Risk: Exposure of teachers and students in educational situations (1 of 2) Location: CLC 321

Chair, *Norbert Grube (Zurich University of Teacher Education Centre for School History) Monika Mattes Research Library of the History of Education*

Beaten pupils around 1800: Power, educational deficiency and excessive demands in schools (*English*)  
*Norbert Grube (Zurich University of Teacher Education Centre for School History)*

"As one must speak of certain childhood illnesses, one must also speak of teachers' illnesses." – Exposure of the Body in Office in 1900 (*English*)  
*Sabine Reh (Research Library of the History of Education)*

The psychologization of the classroom? Teacher education and school practice in Switzerland and the Federal Republic of Germany from the 1960s to the 1980s (*English*)  
*Tomas Bascio (Zurich University of Teacher Education Centre for School History) Monika Mattes (Research Library of the History of Education)*

10.09 Going Back to the Territory: Historicizing Race and Education in Oklahoma Location: CLC 305

Chair, *Mirelsie Velazquez (University of Oklahoma)*

Coming out of the Margins: Oklahoma women of color and quest for educational justice (*English*)  
*Mirelsie Velazquez (University of Oklahoma)*

Invisible Land: The Early Legal Battle for Integrated Schools in Oklahoma Territory (*English*)  
*Sara Doolittle (University of Oklahoma)*

Yet They are Coming: Education in the all-Black Towns of Oklahoma, 1865-1930 (*English*)  
*Eric Sourie (University of Oklahoma)*

#### 10.10 Embodiment in Educational Films in the Early 20th Century Location: CLC 306

Chair, *Eckhardt Fuchs (Georg Eckert Institute for International Textbook Research)*

Colonial Bodies in Educational Films in the Interwar Period (*English*)  
*Michael Annegarn-Gläß and Anne Bruch (Georg Eckert Institute for International Textbook Research)*

Functional bodies in educational films (*English*)  
*Kerrin Klinger (Humboldt University Berlin)*

Wednesday August 17, 2:30am - 3:00pm

Coffee Break  
 Location: CLC third floor lobby area

Wednesday August 17, 2:30pm - 3:00pm

#### 19.01 SWG Mapping the Discipline History of Education, General Introduction Location: CLC 306

Presenters (*English & Français*)  
*Eckhardt Fuchs (Georg Eckert Institute for International Textbook Research) Rita Hofstetter (University of Geneva) Solenn Huitric (ENS de Lyon/LARHRA)*

Wednesday August 17, 3:00pm - 4:30pm

#### 20.01 Shaping Body and Soul: Movement and Rhythm Location: CLC 323

Chair, *Geert Thyssen (Liverpool John Moores University, Università degli Studi di Sassari, Université de Liège)*

Gymnastics, shaping body and soul (*English*)  
*Elsa Rodrigues (Museu João de Deus)*

Mr. Smith goes to New Lanark: Moral Sentiments and Dance Performance at Robert Owen's New Lanark School (1800-1826) (*English*)  
*Cornelia Lambert (University of North Georgia)*

Music Lessons in CPII: Body Education, Intellectual Gymnastics and the Recreation of the Spirit (*English*)  
*Ana Waleska Pollo Campos Mendonça (Pontifical Catholic University of Rio de Janeiro PUC-Rio)*

#### 20.02 Regulating Teachers' Bodies Location: CLC 105

Chair, *Kate Rousmaniere (Miami University Ohio)*

Can we replace the bodily teacher? The Dutch history of teaching machines (1960s). (*English*)  
*Hilda T.A. Amsing (University of Groningen)*

Moves of teachers from training to work place in 20th century Hungary (*English*)  
*Beatrix Vincze (Eötvös Lorand University)*

Regulating Teachers' Bodies in the U.S.: Prescriptions for Summer Rejuvenation, 1880s-1930s (*English*)  
Christine A. Ogren (*University of Iowa*)

#### 20.03 School Bodies in Film Location: CLC 302

Chair, *Kerrin Klinger (Humboldt University Berlin)*

Regulated and Liberated Bodies of Schoolgirls in a Finnish Short Film from the 1950s (*English*)  
*Marjo Nieminen (University of Turku)*

What about the body and the soul in colonial missionary education in the former Belgian Congo? Let the propaganda films of the 1950s speak! (*English*)  
*Marc Depaepe (KU Leuven)*

Representing the school children who hear no words: Lindsay Anderson's documentary film 'Thursday's children' (1954) (*English*)  
*Lottie Hoare (University of Cambridge)*

#### 20.04 Chicago Bodies Location: CLC 303

Chair, *Michael Hines (Loyola University Chicago)*

Sorting Bodies in 'the Sociocivic Organism': From Permissive Transfer to Voluntary Integration in Civil Rights-Era Chicago (*English*)  
*Nicholas Kryczka (The University of Chicago)*

Schooling in Utopia: Education in George Pullman's Industrial Model Town, 1880-1907 (*English*)  
*David T Boven (Loyola University Chicago)*

U.S. President Taft Meets 165,000 Chicago Students - and Superintendent Ella Flagg Young (*English*)  
*Jackie M Blount (Ohio State University)*

#### 20.05 Saving 'Lost' Bodies Location: CLC 304

Chair, *Tim Allender (University of Sydney)*

Schooling the body of the abandoned children. Work, hygiene and discipline in Mexico City, 1861-1910 (*Español*)  
*Felipe Neri Rivero (Universidad Pedagógica Nacional)*

Eliminating Contagion, Embodying Innocence: Pedagogies of Desexualization at the Virginia Industrial School for Colored Girls, 1915-1940 (*English*)  
*Lindsey Elizabeth Jones (University of Virginia)*

Teaching Masculinity: Boys' Shelters in the City of Odessa, 1905-1917 (*English*)  
*Matthew Pauly (Michigan State University)*

Disciplining body and mind in the female conservatoires of the Old Regime. The case of the Conservatory of the Holy Conception in Rome, named the 'Viperesche's' (centuries XVII-XIX)  
*Elisabetta Patrizi (Macerata University)-*

#### 20.06 Discussions on relationships among emotions, sensibilities, gestures, body and education in Modern Americas Location: CLC 305

Chair, *Pablo Toro Blanco (Universidad Alberto Hurtado)*

La afectividad docente se hace cuerpo: el caso del magisterio argentino entre fines del siglo XIX y las primeras décadas del siglo XX (*Español*)  
*Ana Abramowski (FLACSO-UNGS)*

From Mental to Emotional Hygiene: The Influence of Emotional Intelligence on Somatic and Psychogenic Dimensions of Parenting and Schooling in the Late Twentieth to Early Twenty-first Century United States (English)

*Nicole Ortegón (Loyola University Chicago)*

Health gives happiness and joy of life!': Emotions and feelings in Brazilian schoolbooks. (English)

*Heloísa Helena Pimenta Rocha (University of Campinas)*

Heart to heart, like toy soldiers: the armed body of Chilean students. Military instruction and shooting lessons in schools (ca. 1880-ca.1930) (English)

*Pablo Toro Blanco (Universidad Alberto Hurtado)*

#### 20.07 Physical Education and Citizenship in Luxembourg, Sweden and Switzerland (19th - 20th century)

Location: CLC 106

Chair, *Noah W Sobe (Loyola University Chicago)*

Educating "National" Citizens through Physical Education in 19th century Switzerland (English)

*Ingrid Brühwiler (University of Lausanne)*

Turner and the construction of citizenship in 19th and 20th century Luxembourg (English)

*Catherina Schreiber (University of Luxembourg)*

Education for National Defense: Swedish Defense Education for Secondary School Youth during WWII (English)

*Esbjörn Larsson (Uppsala University)*

Discussant, *Noah W Sobe (Loyola University Chicago)*

#### 20.08 SWG Mapping the Discipline History of Education: Investigating discipline matters, by collecting and publishing of data on doctoral dissertations Location: CLC 306

Chair, *Thérèse Hamel (Université Laval) Solenn Huitric ENS de Lyon/LARHRA,*

Recent Production Balance in the Field of History of School Subjects: The example of Doctoral Theses (Portugal, 2005-2014) (English)

*Carlos Beato (Universidade de Lisboa) Joaquim Pintassilgo (Universidade de Lisboa)*

Doctoral Thesis in History of Education: Spanish Balance (2000-2010) (English)

*Carmen Sanchidrián Blanco (Universidad de Málaga,)*

Visualizing the History of Education Research Field through Doctoral Thesis: Depiction Options (English)

*Solenn Huitric (ENS de Lyon/LARHRA,)*

"Should I stay or should I go?" New Researchers in the field of History of Education (English)

*Susanne Spieker (University of Hamburg) Ian Grosvenor University of Birmingham Angelo Van Gorp (Ghent University)*

Discussant, *Thérèse Hamel (Université Laval) Solenn Huitric ENS de Lyon/LARHRA,*

#### 20.09 Disability Leadership Location: CLC 321

Chair, *Edward Janak (University of Toledo)*

Portuguese New State Special Education (English)

*Aires Antunes Diniz*

António Feliciano de Castilho: a blind secretary of state for Instruction in the 19th century Portugal (English)

*Maria Romeiras Amado (Universidade de Lisboa)*

I'm not Afflicted, I Just Can't See' : How Social Definitions of Disability in Progressive-Era South Carolina Influenced the Personal and Political Identities of John Eldred Swearingen (*English*)  
Edward Janak (*University of Toledo*)

20.10 Laïcité and teaching body, a comparative approach Location: CLC 322

Chair, *Ismail Ferhat (Université de Picardie Jules Verne) Bruno Poucet Université de Picardie Jules Verne*

From the soul order to the body order. Time and space in the schools of first letters in northern Mexico (1805-1837) (*Español*)

*M. Adelina Arredondo (Universidad Autónoma del Estado de Morelos)*

Representations of the Male Body in 19th Century Military Manuals in Colombia (*Español*)

*Luis Alarcon (Universidad del Atlántico-Barranquilla)*

Is there a teaching body inside the French catholic education system? The ambiguities of private-schools teachers under the Debré law since 1959 (*Français*)

*Bruno Poucet (Université de Picardie Jules Verne)*

French teaching body and Islam: the turning point of the « headscarf affair » of 1989 (*Français*)

*Ismail Ferhat (Université de Picardie Jules Verne)*

Discussant, *Felicitas Acosta (Universidad Nacional de General Sarmiento)*

20.11 Education Reform and the Body 19th-20th Centuries Location: CLC 301

Chair, *Amy B. Shuffelton (Loyola University Chicago)*

John Dewey's Laboratory School: Theory versus Practice (*English*)

*Michael Knoll (Catholic University Eichstätt)*

Physical education and curriculum development of early days in Dewey's Laboratory School (*English*)

*Ai Tanimoto Senga (Hokkaido University of Education)*

The education of the body in teachers' formation in the Normal Schools in São Paulo state (1890-1931) (*English*)

*Ana Clara Nery (UNESP - Universidade Estadual Paulista Julio de Mesquita Filho) Tony Honorato (Universidade Estadual de Londrina)*

20.12 New Education for New Bodies Location: CLC 325

Chair, *Blythe F. Hinitz (The College of New Jersey)*

The Body in the Education of the Nobility in Russia in the 18th (*English*)

*Vladislav Rjeoutski (Deutsches Historisches Institut Moskau)*

The Impact of Textbooks for Midwives in Slovene Language from 1782 to 1911 (Ljubljana, Graz, Trieste) on the Development of Women's Vocational Health Care Training in the South of the Habsburg Monarchy (*English*)

*Branko Šuštar (Slovenski šolski muzej)*

Le corps, objet de controverses au sein du mouvement syndical français (1968-1981) (*Français*)

*Michaël Attali (University of Rennes 2) André Robert (University of Lyon 2)*

Wednesday August 17, 5:00pm - 5:30pm

### Conference Opening Ceremony

Location: Newberry Library, 60 West Walton Street

(10 minute walk from main conference building at 25 East Pearson Street)

Welcoming Remarks:

*Noah W Sobe (Loyola University Chicago) Kate Rousmaniere (Miami Univ. Ohio), Conference Convenors*

*Terri Pigott (Loyola University Chicago), School of Education Dean*

*Rebecca Rogers (Université Paris Descartes), ISCHE President*

*Chris Ogren (University of Iowa), US History of Education Society (HES)*

American Indian Drum Welcome and Blessing

*Dorene P Wiese (President Emeritus NAES College)*

*Black Hawk Performance Company (American Indian Association of Illinois)*

*Parsino Peynetsa (Zuni Elder)*

Wednesday August 17, 5:30pm - 6:30pm

### Keynote Address

Location: Newberry Library, 60 West Walton Street

Materiality, Metaphor, and Method: The Central Role of Embodiment in the History of Education

*Mona Gleason (University of British Columbia)*

Wednesday August 17, 6:30pm - 8:00pm

### Opening Reception

Sponsored by Loyola University Chicago, Miami University Ohio and the US History of Education Society (HES)

Location: Newberry Library, 60 West Walton Street

“Education and the Body” Mini-Exhibit, Curated by Noah W Sobe and Kate Rousmaniere; additional information at <http://www.ische.org/ische-38-exhibit/>

Thursday August 18

Registration and Information Desk (2nd Floor lobby Corboy Law Center, 25 East Pearson St) will be open 8:00am to 3:30pm.

Thursday August 18, 8:30am - 10:00am

30.01 The Development of Physical and Health Education Location: CLC 202

Chair, *Patrice Milewski (Laurentian University)*

A votre Santé ! Education des corps et normalisation sociale (fin du XIXe à nos jours) (*Français*)

*Michaël Attali, Doriane Gomet, Thomas Falchun (University of Rennes 2)*

Le débat autour de la création de la discipline de l'éducation physique à l'école secondaire portugaise  
(*Français*)

*Carlos Beato (Universidade de Lisboa)*

Georges Hébert et le réformisme de l'éducation physique française durant le Premier Vingtième siècle  
(*Français*)

*Jean Saint-Martin (University of Strasbourg) Tony Froissart (University of Reims)*

### 30.02 Gymnastics and The Schooled Body Location: CLC 205

Chair, *Fabio Pruneri (Università degli studi di Sassari)*

New Forms of Gymnastics and Dance as Elements of 'Body Education' in the Education Reform Movement  
in Hamburg in the 1920s (*English*)

*Christine Mayer (University of Hamburg)*

Visceral Inter/nationalism and Cosmopolitan Bodies: Dalcroze Eurhythmics and Rhythmic Technologies  
(*English*)

*Joyce Goodman (University of Winchester)*

Body Movements and the Understanding of Environmental Aspects in the Context of Childhood Education  
(*English*)

*Mariane dos Santos Gomes (Sao Paulo State University)*

### 30.03 Bodies and Motion Location: CLC 206

Chair, *John Allison (Schulich School of Education, Nipissing University)*

Moving into Knowledge: Bodies & objects in situ and in motu and Serres' Paideia (*English*)

*Undine Sabrey (FHNW School of Education & University of Berne)*

Bodies in Motion: Migrant Children and Education in Global Context (*English*)

*Paul J Ramsey (Eastern Michigan University)*

Bodies in Motion: White Flight and Geo-Spatial Continuity in an American Metropolis, 1960-1980 (*English*)

*John L Rury (University of Kansas)*

### 30.04 Case Studies in the Education of Girls Location: CLC 207

Chair, *Tim Allender (University of Sydney)*

'I Went In A Child, I Came Out A Perfect Lady:' Gendered Education and the Forgotten History of Chicago's  
Lucy Flower Technical School for Girls, 1927-1960 (*English*)

*Ruby Glade Oram (Loyola University Chicago)*

Education of High Caste Hindu girls: a Case study of Annie Besant's Central Hindu Girls' School in early  
twentieth century India (*English*)

*Chandra Lekha Singh (Jawaharlal Nehru University)*

### 30.05 Reading, Writing, and the Gendered Body Location: CLC 203

Chair, *Christine Woyshner (Temple University)*

Well behaving and good looking - Finnish girls fiction in the 1940s (*English*)

*Mervi Kristiina Kaaminen (University of Tampere)*

Beyond 'Good Wives and Wise Mothers' : An Analysis of Chinese Female Secondary Students Essays in  
'Xingren Jikan' (Xingren Quarterly, 1934-1936) (*English*)

*Wen Wen Wang (Kyushu University)*

Writing of the Body: gendering sickness and health in schoolgirl novels (*English*)  
*Stephanie M. Spencer (University of Winchester) Nancy G. Rosoff (Arcadia University)*

30.06 Rehabilitating 'Normal'/'Abnormal' Bodies Location: CLC 303

Chair, *Brian Schultz (Northeastern Illinois University)*

Physical education for pupils in France after World War II (*English*)  
*Yacine Tajri and Jean Saint-Martin (Université de Strasbourg)*

Deaf Human Bodies and Nineteenth Century Physical Education (*English*)  
*Christopher A.N. Kurz (Rochester Institute of Technology, National Technical Institute for the Deaf)*

Education and the Catholic body: Mother Cabrini's practice 1880-1917 (*English*)  
*Maria Patricia Williams (Institute of Education, UCL)*

30.07 Educators in Motion: Transnational Education Location: CLC 302

Chair, *Lijing Jiang (East China Normal University)*

Imperial Bodies? - European and American Teachers in Korean Government Schools, 1883-1910 (*English*)  
*Klaus Dittrich (Hong Kong Institute of Education)*

Educators in Motion: Chinese and Americans in Pursuit of Educational Progress, 1900-1945 (*English*)  
*David M. Ment (New York City Municipal Archives)*

Absence, Distance and Family Life: An Intergeneration Study of Carnegie Corporations' interwar  
 Educational Experts: The Clarkes and the Lorams. (*English*)  
*Richard Stephen Glotzer (University of Akron)*

30.08 Curriculum, Pedagogy and the Body Location: CLC 301

Chair, *Annamarie Valdes (Loyola University Chicago)*

The Advent of the Science Lessons in the Elementary Schools in the Late Ottoman Empire (*English*)  
*Nermin Gümüşalan (Fatih University)*

Scientific knowledge embodiment in the secondary education Geography Curriculum and practices in  
 Portugal: the case of the Finisterra journal (1966-1994) (*Español*)  
*Ana Isabel Dias (University of Porto)*

Debating Gymnastica: Brazil and The United States (1860 - 1877) (*English*)  
*Paulo Rogério Marques Sily, Inara Garcia & Fernanda Fontes (Universidade do Estado do Rio de Janeiro)*

30.09 Administrative and Regulatory Bodies Location: CLC 304

Chair, *Jackie M Blount (Ohio State University)*

Changing Bodies, Degenerating Output: Phases of Basic Education in Nigeria from 1914 to 2014 (*English*)  
*Grace Oluremilekun Akanbi (Emmanuel Alayande College of Education)*

The Ljubljana Municipal School Council as an Administrative Body at the End of the 19th and Beginning of  
 the 20th Century - Lively Pedagogical Debate (*English*)  
*Branko Šuštar (Slovenski šolski muzej)*

Christian education of youth': analysis of statutes of Catholic schools in Minas Gerais state (Brazil) in the  
 second half of the nineteenth century. (*English*)  
*Wenceslau Goncalves Neto (University of Uberaba (UNIUBE) & Federal University of Uberlândia (UFU))  
 Carlos Henrique de Carvalho Federal University of Uberlândia UFU*



### 30.10 Creating National Bodies through Physical Education Location: CLC 322

Chair, *Attila Nóbik (University of Szeged)*

The Image of the Body promoted by the Zionist Education System in the Mandate Period: Tradition, Revolution, and Exclusion (*English*)

*Zehavit Shenkolewski (Ashqelon Academic College & Kibbutz College of Education)*

Physical Education for Women in Early Twentieth-Century Brazil and the Regeneration of the 'Brazilian Race' (*English*)

*Ariclê/Karl Vechia/Lorenz (Universidade Tuiuti do Paraná)*

Physical Education in Higher Education From the Ottomans to the Republic (*English*)

*Ali Arslan (İstanbul Üniversitesi)*

### 30.11 Drawing Bodies Location: CLC 323

Chair, *Mary Ann Stankiewicz (The Pennsylvania State University)*

Body Movement in Teaching Drawing: Art modernist roots of Artus-Perrelet's active pedagogy? (*English*)

*Marilene Oliveira Almeida (Universidade do Estado de Minas Gerais - UEMG) Amarilis Coelho Coragem (Universidade Federal de Minas Gerais UFMG) Regina Helena de Freitas Campos (Universidade Federal de Minas Gerais UFMG)*

Bodily Practices and Paulista Childhoods in Mário de Andrade's Collection of Children's Drawings (1930 to 1940) (*English*)

*Ingrid Dittrich Wiggers (University of Brasilia) Carmen Lucia Soares (State University of Campinas)*

The art of dressing well: the analysis of school uniforms as an expression of the materiality of school culture (*English*)

*Edson Rossetti Alves (Universidade Católica de Santos) Maria Aparecida Franco Pereira (Universidade Católica de Santos)*

### 30.12 Stressed Bodies: Education, Emotion and Social Relations Location: CLC 106

Chair, *Nicole Ortegon (Loyola University Chicago)*

Anxiety, Affect, Amplification: MACOS and the Multi-Media Classroom, 1963-1974 (*English*)

*Victoria Cain (Northeastern University)*

From Buddhist philosophy to Evidence-Based Techniques: Mindfulness-Based Stress Reduction Programs and Student Self-Regulation in Canadian Schools (*English*)

*Catherine Gidney (St. Thomas University)*

Bodies and Borders: Understanding Affect in Post-Brown Busing Policies (*English*)

*Deirdre Mayer Dougherty (Rutgers University) Sean Leavey (Rutgers University)*

### 30.13 School and Diseases in the World (19th-20th centuries): Norms and New Concerns (2 of 4) Location: CLC 305

Chair, *Lucia Martinez Moctezuma (Universidad Autónoma del Estado de Morelos) Parayre Séverine Institut Catholique de Paris, Faculté d'éducation*

L'écolier : Malade social ou malade scolaire ? L'éducation à la santé par Alfred Binet à Paris en 1907 (*Français*)

*Bernard Andrieu (Université Paris-Descartes)*

Des conventions médical-hygiénique et la modélisation du corps sain au Brésil (*Français*)

*José G. Gondra (UERJ)*

La normalización de los cuerpos a través del discurso médico del fascismo (*Français*)  
 Marta Mauri Medrano (*Universidad de Zaragoza*)

L'invention de la dépression infantile et le mythe du brésilien heureux (*Français*)  
 Denise Bernuzzi de sant'Anna (*Pontificia Universidade Católica de São Paulo PUC-SP*)

Discussant, Mary Kay Vaughan (*University of Maryland*)

### 30.14 Bodies, souls and the languages of modern schooling: Between sacralization and scientification

Location: CLC 306

Chair, Daniel Tröhler (*University of Luxembourg*)

The sacralization of mathematics in the making of the scientifically minded citizen (*English*)  
 Paola Valero (*Stockholm University*)

Scientification of religion in schooling – Sacralization of culture as citizenship in the Nordic states 1890s-1930s (*English*)

Mette Buchardt (*Aalborg University*)

Student bodies shaping Islam – Spirits, religion and the body in Zanzibar schools (*English*)

Julie Sommer von Würden (*University of Copenhagen*)

Science education and the making of good Catholic women (*English*)

Gonzalo Peñaloza (*Universidad Distrital Francisco José de Caldas*)

Discussant, Thomas Popkewitz (*University of Wisconsin-Madison*)

### 30.15 Capturing the body. Visual representations and presentations in history of education revisited (1 of 3)

Location: CLC 321

Chairs Karin Priem (*University of Luxembourg*) Ian Grosvenor (*University of Birmingham*)

Capturing the body. Visual representations and presentations in history of education revisited (*English*)  
 Karin Priem (*University of Luxembourg*) Ian Grosvenor (*University of Birmingham*)

Learning to be healthy: a matter of social, political and pedagogical order in the first half of the twentieth century in Spain (*English*)

Eulàlia Collelldemont (*University of Vic UCC*) Josep Casanovas (*University of Vic UCC*)

Beyond the collapse of language? Photographs of children in Europe after 1945 as performances and objects to think with (*English*)

Karin Priem (*University of Luxembourg*)

Discussant, Lynn Fendler (*Michigan State University*)

### 30.16 SWG Mapping the Discipline History of Education: History of Education in Specific Journals and Contexts dissertations Location: CLC 105

Chair, Rebecca Rogers (*Université Paris Descartes*) Eckhardt Fuchs (*Georg Eckert Institute for International Textbook Research*)

Annual publications on the history of education in Latvia. (1990 to 2015) (*English*)  
 Iveta Kestere (*University of Latvia*)

The History of Education Journals: Reflections on a disciplinary field ? The example of two journals in Brazil and in Canada: the Revista Brasileira de História da Educação (RBHE) and Revue d'Histoire de l'éducation/Historical Studies in Education (*English*)

Thérèse Hamel (*Université Laval*)

Clio's Presence, or where is History of Education to be found? (*English*)  
*Jean-Pierre V. M. Hérubel (Purdue University)*

History of Latin American Education Journal (*English*)  
*Diana Elvira Soto Arango (Pedagogic and Tecnologic of Colombia University), José Pascual Mora (Táchira University) Martha Corbert (Ministry of Education Jamaica)*

Discussant, *Rebecca Rogers (Université Paris Descartes) Eckhardt Fuchs (Georg Eckert Institute for International Textbook Research)*

**30.17 Normalised bodies. Student assessment in regard to selective school transitions during the 20th century (Germany, Denmark, Argentina) Location: CLC 208**

Chair, *Cristina Alarcón (Humboldt University Berlin)*

The high-stakes sorting of children into remedial education at the municipality of Frederiksberg from 1930-1943, based on standardised intelligence testing (*English*)  
*Christian Ydesen (Aalborg University)*

Processes of Normalization and Selection in the German School System. Historical Comparative Analysis of Students' Reports from the GDR and the FRG between 1954 and 1974) (*English*)  
*Michaela Vogt (Universität Würzburg)*

The Socialization of the Body at an Elite School in Buenos Aires during the second half of the 20th century (*English*)  
*Alicia Méndez (Universidad de Buenos Aires)*

(Un)suitable bodies. Structures of difference and suitability of students in the context of primary school reports in Germany (1919-1969) (*English*)  
*Cristina Alarcón (Humboldt University Berlin)*

Discussant, *Ethan Hutt (University of Maryland)*

Thursday August 18, 10:00am - 10:30pm

Coffee Break

Location: CLC second and third floor lobby area

Thursday August 18, 10:30am - 12:00pm

**40.01 Early Childhood Educators on the Body Location: CLC 322**

Chair, *Blythe F. Hinitz (The College of New Jersey)*

Le corps comme siège et impensé de la culture - la vision naturalisante, empreinte de romantisme et scientifisme, de l'Education nouvelle (*English / Français*)  
*Rita Hofstetter, Bernard Schneuwly and Béatrice Haenggeli-Jenni (University of Geneva)*

Tools of the Spirit' : William Torrey Harris, Susan Blow, and the Intellectual Foundations of the Public Kindergarten (*English*)  
*Eric Luckey (University of Wisconsin-Madison)*

About the physical education of children on the basis of the dissertations of Erdélyi Muzéum (Transylvanian Museum) journals (1814-1818) dealing with public- and private education (*Deutsch*)  
*Gabriella Hüber (University of Pécs)*

**40.02 John Dewey in Chicago Location: CLC 105**

★ ISCHE 38 Highlighted Panel ★

Chair, *Amy B Shuffelton (Loyola University Chicago)*

'On a Piece of Research Together': John Dewey and the Laboratory School Teachers in Chicago  
*Anne Durst (University of Wisconsin-Whitewater)*

On Being a Philosopher-Organizer: John Dewey's Legacy of Political Activism in Chicago  
*Jessica A. Heybach (Aurora University)*

**40.03 Military Representations of the Body Location: CLC 203**

Chair, TBD

The German Body in German Children's War Art: Fighting the Inept Enemy in World War One (*English*)  
*Carolyn Helen Kay (Trent University)*

Representations of the Male Body in 19th Century Military Manuals in Colombia (*Español*)  
*Luis Alfonso Alarcón Meneses (Universidad del Atlántico)*

Heart to heart, like toy soldiers: the armed body of Chilean students. Military instruction and shooting lessons in schools (ca. 1880-ca.1930) (*English*)  
*Pablo Andrés Toro Blanco (Universidad Alberto Hurtado)*

**40.04 Physical Education: The State Makes the Body, The Body Makes the State Location: CLC 306**

Chair, *Attila Nóbik (University of Szeged)*

The Nazification of Physical Education in German Elementary Schools (*English*)  
*Katharine Kennedy (Agnes Scott College)*

Physical or mental indoctrination - the impact of Polish communist authorities on young people in the PRL period (*English*)  
*Justyna Gulczynska (Adam Mickiewicz University)*

An Historical Case Analysis on 'State Regulation of Bodies of the Youth' in Modern China and Taiwan (*English*)  
*Wei-chih Liou (National Taiwan Normal University)*

**40.05 Classifying children to the national body: Education, Psychology and Testing around the world (1 of 3) Location: CLC 304**

Chair, *William Reese (University of Wisconsin-Madison)*

Science, psychology and the making of kinds in Ontario (*English*)  
*Patrice Milewski (Laurentian University)*

Testing children of labour migrants in Danish comprehensive schooling (*English*)  
*Mette Buchardt (Aalborg University)*

The Rise of a Paradigmatic Shift in the Human Intelligence Body of Knowledge - Ruptures in Danish Intelligence Testing in the Public School System, 1930-1943 (*English*)  
*Bjørn Hamre (University of Aarhus) Karen E. Andreasen (Aalborg University) Christian Ydesen (Aalborg University)*

Testing in Belgium and the Congo during the 20th Century (*English*)  
*Marc Depaepe (Leuven University)*

**40.06 Capturing the body. Visual representations and presentatins in history of education revisited (2 of 3)**

Location: CLC 321

Chair, *Ian Grosvenor (University of Birmingham) Karin Priem University of Luxembourg*Iconoclasm and pedagogy in two early films on children and schooling: Reflections on the ambivalence of the iconoclast gesture in progressive education (*English*)*Inés Dussel (DIE-CINVESTAV)*“We are no subjects”: The visual framing of poverty by self-advocacy organisations of people in poverty (*English*)*Heidi Degerickx (Ghent University) Griet Roets Ghent University Angelo Van Gorp Ghent University*“The Man Behind the Girl with the Black Eye” (*English*)*Kate Rousmaniere (Miami University Ohio)*Discussant, *Lynn Fendler (Michigan State University)***40.07 Embodying Norms: Bodies and Feelings in Educational Practices over Time Location: CLC 301**Chair, *Sabine Krause (University of Vienna)*Learning Morality – The Education and Formation of Norms and Values in the Feeling Body (*English*)*Matthias Huber (University of Vienna)*Embodying Jewish Identity at the Turn of the 20th Century (*English*)*Sabine Krause (University of Vienna)*The Pedagogics of Schoolhouses: Building Emotions of Patriotism (*English*)*Martin Viehhauser (University of Tuebingen)*Children’s Love in the Time of Communism (*English*)*Benita Carol Blessing (Oregon State University)***40.08 Body at Risk: Creating the social collective through education (2 of 2) Location: CLC 303**Chair, *Andrea De Vincenti (Zurich University of Teacher Education) Andreas Hoffmann-Ocon (Zurich University of Teacher Education)*Teaching for Utopia. Concepts of the Social Body in Swiss Teacher Education in the first Half of the Twentieth Century (*English*)*Andreas Hoffmann-Ocon (Zurich University of Teacher Education) Andrea De Vincenti (Zurich University of Teacher Education)*Constructing the ‘efficient body’. Body politics and the formation of “empirische Bildungsforschung” (empirical education research) in Western Germany, 1954-1964 (*English*)*Britta Behm (Research Library for the History of Education BBF, Berlin / Humboldt-Universität zu Berlin)*Music education as “Stätte der Kollektivbildung” (site for the formation of the social collective) in GDR, 1961-1989 (*English*)*Josefine Wähler (Research Library for the History of Education BBF, Berlin/ Humboldt-Universität zu Berlin)***40.09 School and Diseases in the World (19th-20th centuries): Actors and Pedagogies (3 of 4)**

Location: CLC 305

Chair, *Parayre Séverine (Institut Catholique de Paris) Lucia Martinez Moctezuma (Universidad Autónoma del Estado de Morelos)*

Les instituteurs face aux maladies dans la France rurale du XIXe siècle : influence médicale, automédication et pédagogies adaptées aux soins du corps (*Français*)

*Parayre Séverine (Institut Catholique de Paris)*

Maestros, inspectores médicos y padres de familia en la lucha contra el sarampión y la viruela, en la escuela rural mexicana, 1890-1920 (*Español*)

*Lucia Martínez Moctezuma (Universidad Autónoma del Estado de Morelos)*

Discours savants et discours populaires autour de la myopie scolaire en France à la Belle Epoque (*Français*)

*Corinne Doria (Université Paris1-Panthéon-Sorbonne & Université de Milan)*

El cuerpo bajo sospecha: la pedagogía científica en Escuelas Normales brasileñas (*Español*)

*Maria Cristina Menezes (UNICAMP)*

Discussant, *Thérèse Hamel (Université de Laval)*

#### 40.10 Making Difference the 'Subject' : Historical and Comparative Studies of Education Reforms in China, Kenya, and Puerto Rico Location: CLC 106

Chair, *Christopher Kirchgasser (University of Wisconsin-Madison)*

Salvaging the Sickness of Chinese National Character: Discourse of Conflating "Chinese" in the 1920s (*English*)

*Junzi Huang (University of Wisconsin-Madison)*

A Century of Building Bridges: Historicizing the "Mind of the African Child" (*English*)

*Christopher Kirchgasser (University of Wisconsin-Madison)*

Historicizing the discursive assemblage of suzhi in the long 20th century in China (*English*)

*Lei Zheng (University of Wisconsin-Madison)*

#### 40.11 Children's and Youths' Bodies as Political Instruments in Education Location: CLC 302

Chair, *Iveta Kestere (University of Latvia)*

Youth and Sports Day: Body of Youth/Students as Political Instruments (*English*)

*Filiz Meşeci Giorgetti (University of Istanbul)*

Meiji Shrine athletic meets (*English*)

*Ami Kobayashi (Humboldt University Berlin)*

"Un/Sullied Bodies": Entangled Embodiments of Im/Purity across Health Education Initiatives in France and Italy (c. 1918-1978) (*English*)

*Geert Thyssen (Liverpool John Moores University, Università degli Studi di Sassari, Université de Liège)*

Discussant, *Iveta Kestere (University of Latvia)*

#### 40.12 Dancing Bodies Location: CLC 203

Chair, *Kathrin Berdelmann (Research Library of the History of Education, Berlin, Germany)*

The Dancing Bodies: Rock and Roll and the Danger of Disengagement of Young People in the Analysis of Italian-Inspired Communist Journals in the Late Fifties (*English*)

*Fabio Pruneri (Università degli studi di Sassari)*

The Dance Craze on Campus in the 1920s: Negotiations and Public Perceptions (*English*)

*Jacob Hardesty (Rockford University)*

The dance in the education of the feminine body: the 1930's in Minas Gerais State, Brazil (*English*)  
*Elisangela Chaves (UFMG Brasil)*

Thursday August 18, 10:30am - 12:30pm

41.01 Historicizing the Body: History and Theory Location: CLC 205

★ Highlighted Multilingual Panel ★

Chair:

Le corps dans la société de la connaissance (*Français*)  
*Selmo Haroldo de Resende (Universidade Federal de Uberlândia)*

Hacia una reescritura de la historia de la escuela en clave antropotécnica (*Español*)  
*Carlos Ernesto Noguera (Universidad Pedagógica Nacional)*

Discursividad y metáfora: dos lentes para analizar el cuerpo en la escuela (*Español*)  
*Myriam Southwell (Universidad Universidad de La Plata)*

41.02 Sex and Death Location: CLC 206

★ Highlighted Multilingual Panel ★

Chair, *Tim Stanley (University of Ottawa)*

When girls read: disciplining the body and controlling reading practices in 19th Century France (*Français*)  
*Matamoros Isabelle (Université Lyon 2 & Université Paris 5)*

Studying Murder in Scotland during the Long Nineteenth Century (*English*)  
*Christine Myers (Monmouth College)*

From the 'unmentionable body' to sexuality education in Italy in the twentieth century: the story of an incomplete transition. (*English*)  
*Gianfranco Bandini (University of Florence)*

41.03 Physical Education for Nation Building Location: CLC 207

★ Highlighted Multilingual Panel ★

Chair, *Elsie Rockwell (DIE-CINVESTAV)*

The art of exercising the human body: forming youth bodies in asylum institution/school in Brazil (1910 to 1927) (*English*)  
*Maria Zelia Maia Souza (Rio de Janeiro State University)*

La formation des enseignants d'Education physique en France au cours du XXe siècle : lutttes et enjeux autour de la définition de l'éducation du corps (*Français*)  
*Julien Fuchs (University of Western Brittany) Jean-Nicolas Renaud (Ecole Normale Supérieure, Rennes)*

Cuerpos peronistas en la estética escolar argentina (*Español*)  
*Pablo Pineau (Universidad de Buenos Aires)*

Thursday August 18, 12:00pm – 1:30pm

**Lunch**

Location: Kasbeer Hall, 16th Floor Corboy Law Center, 25 East Pearson Street (use South side elevators)

**Special Lunch for Early Career Scholars**

Location: CLC 321, 3rd Floor Corboy Law Center, 25 East Pearson Street

Thursday August 18, 1:30pm - 3:00pm
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**50.01 Regulating Rural Bodies Location: CLC 322**

Chair, *Mirelsie Velazquez (University of Oklahoma)*

Cuaderno cuidado de niños y de la conformación del cuerpo de la madre (1937) (*Español*)

*Ariadne Lopes Ecar (Universidade de São Paulo)*

La captura del cuerpo en el Corazón del Brasil (1891-1960): de la Disciplina Biopolítica (*Español*)

*Rubia-Mar Nunes Pinto (Universidad Federal de Goiás)*

El control de los cuerpos en los internados de las escuelas normales rurales (*English*)

*Alicia Civera (DIE-CINVESTAV)*

**50.02 Pedagogies of the Body Location: CLC 207**

Chair, *Stephanie M. Spencer (University of Winchester)*

Evaluating students' bodies. Teachers' descriptions on physical abilities and behaviour of 'problematic' students 1968-1991 (*English*)

*Anne Koskela (University of Oulu)*

Teaching the regulation of emotions in 17th century Europe by bodying them (*English*)

*Jeroen J.H. Dekker (University of Groningen) Inge Wichgers (University of Groningen)*

The challenge of modern pedagogy: Debates of degeneration and regeneration in the 1910s in the Ottoman Empire (*English*)

*Betül Açıkgöz (Fatih University)*

**50.03 Transnationalism: Racialized Bodies in Colonial and Missionary Education Location: CLC 306**

Chair, *Joyce Goodman (University of Winchester)*

Racialized Hierarchies in Missionary Education (*English*)

*Roberta Wollons (University of Massachusetts Boston)*

Cuerpos y corporalidades multiculturales en los espacios escolares del Caribe colombiano. Un estudio desde los libros de texto (*Español*)

*Celmira Castro Suarez (Universidad del Atlántico)*

Colonized Bodies as a Governing Problem: Filipinos and US Imperial Fixations (*English*)

*Roland Sintos Coloma (Northern Kentucky University)*

**50.04 Controlling the Visual Image of Teachers' Bodies Location: CLC 106**

Chair, *Chris Ogren (University of Iowa)*

Beards, Teachers and Education: Embodying Wisdom in Whiskers, 1880-1945 (*English*)

*John Allison (Schulich School of Education, Nipissing University)*

Controlling the visual image of teachers under authoritarianism: The case of Soviet Latvia (1945 - 1985) (*English*)

*Iveta Kestere (University of Latvia) Baiba Kalke (University of Latvia)*

Lillian de Lissa's portrait 'misses the real 'me'!' (*English*)

*Kay Whitehead (Flinders University)*



## 50.05 The Gendered Body in School Location: CLC 206

Chair, *Yver Melchor (Loyola University Chicago)*

La Co-Educación y Educación de Órganos en Escuelas Rurales en Mato Grosso (*Español*)  
*Marineide Oliveira Silva (Universidade Estadual Paulista Júlio de Mesquita Filho UNESP)*

Koreanizing' the gendered body: Historicizing 'multicultural family' in South Korea (*English*)  
*Sun Young Lee (University of Wisconsin-Madison)*

How US Women's Colleges Have Moved Beyond the Female/Male Binary (*English*)  
*Andrea Walton (Indiana University Bloomington)*

## 50.06 Corporal Punishment Location: CLC 203

Chair, *Attila Nóbik (University of Szeged)*

The Meaning of the Body in Secondary School Discipline in Finland 1890-1910 (*English*)  
*Karoliina Puranen (University of Jyväskylä)*

Corporal punishment in history of education textbooks in Hungary (*English*)  
*Attila Nóbik (University of Szeged)*

No lasting mischief: Corporal punishment in Texas public schools. (*English*)  
*Kelley King (University of North Texas)*

## 50.07 Educating the Body Outside of School: Clubs and Camps Location: CLC 205

Chair, *Karen Graves (Denison University)*

Scouting and representations on body in Brazilian education (1910-1941) (*English*)  
*Carlos Herold Junior (State University of Maringá)*

The Civilian Conservation Corp: A 'new deal in learning' for American men (*English*)  
*Ann Marie Ryan (Loyola University Chicago) Charles Tocci (Loyola University Chicago)*

From the Young Men Christian Association: circulation and appropriation of the calisthenics in Brazilian experiences (*English*)  
*Giovanna Camila da Silva (Universidade Federal de Minas Gerais)*

## 50.08 Schools that Hurt Bodies Location: CLC 301

Chair, *Annmarie Valdes (Loyola University Chicago)*

School spaces and school hygiene: two issues not always together (Spain, 1857-1931) (*Español*)  
*Francisco Martín Zúñiga (University of Málaga) Carmen Sanchidrián Blanco (University of Málaga)*

Fien the siecle and school fatigue: discourses on Portuguese educational journals (*English*)  
*Maria Cristina Gouvea (Universidade Federal de Minas Gerais UFMG) Antonio Gomes Ferreira (Universidade de Coimbra)*

No Wonder They Are Sick, and Die of Study' : Fears for the Scholarly Body at the American Institute of Instruction, 1830-1836 (*English*)  
*Rebecca R Noel (Plymouth State University)*

## 50.09 Body and Mind in Education Location: CLC 303

Chair, *William Reese (University of Wisconsin-Madison)*

The Rehabilitation of Shattered Bodies and Fractured Minds: Occupational Orientation and Vocational Training of the 'Glorious Victims' of War (English)

*Frederik Herman (University of Luxembourg) Pieter Verstraete (KU Leuven)*

Mens insane in corpore insane? (English)

*Michèle Florence Hofmann (University of Applied Sciences and Arts Northwestern Switzerland)*

Sexual knowledge, moral values, and the body in sex education (English)

*Barbara Rothmüller (University of Luxembourg)*

Discussant, *Ethan Hutt (University of Maryland, College Park)*

#### 50.10 Capturing the body. Visual representations and presentations in history of education revisited (3 of 3)

Location: CLC 321

Chair, *Ian Grosvenor (University of Birmingham) Karin Priem (University of Luxembourg)*

Malfeasant bodies and the imagery of the raj, 1850-1912 (English)

*Tim Allender (University of Sydney)*

Questioning difference: Bodies (re)presentation and the development of 'multicultural Britain' (English)

*Ian Grosvenor (University of Birmingham) Kevin Myers University of Birmingham*

Capturing the body. Visual representations and presentations in history of education revisited: the discussant's view (English)

*Lynn Fendler (Michigan State University)*

#### 50.11 Classifying children to the national body: Education, Psychology and Testing around the world (2 of 3)

Location: CLC 304

Chair, *Antonio Francisco Canales Serrano (Universidad de La Laguna) Simonetta Polenghi (Università Cattolica del Sacro Cuore)*

Why Samurai had to endure hardships of the pre-modern examination (English)

*Akihiko Hashimoto (National Institute for Educational Policy Research, Japan)*

The role of the psychiatric testing expertise in the early 20th century Norwegian school organization (English)

*Kari Ludvigsen (Bergen University College)*

The Medical-Pedagogical Institutes in Italy and the origins of the "Amendative" Pedagogy. The case of the Marro Institute of Turin (1900-1974) (English)

*Paolo Bianchini (Università degli Studi di Torino)*

#### 50.12 School and Diseases in the World (19th-20th centuries): Actors and Pedagogies (4 of 4)

Location: CLC 305

Chair, *Parayre Séverine (Institut Catholique de Paris) Lucia Martinez Moctezuma (Universidad Autónoma del Estado de Morelos)*

La atención sanitaria infantil como preocupación educativa (Español)

*Núria Padrós, Pilar Prat & Eulàlia Collelldemont (Universitat de Vic - UCC)*

La salud como una práctica pedagógica en Colombia 1920-1990 (Español)

*Ana Maritza Gómez Ochoa (Universidad Nacional de Colombia)*

Discussant, *Thérèse Hamel (Université de Laval)*

**50.13 Material Culture: Bodies and Things in Schools** Location: CLC 105

Chair, *Catherine Burke (University of Cambridge)*

Children cannot sit still: Children Movement in Infant Schools (*English*)

*Carmen Sanchidrián (Universidad de Málaga)*

Material culture and the everyday life of an elementary school: a case-study of the the Baltic provinces (*English*)

*Irina Paert (University of Tartu)*

Thursday August 18, 3:00pm - 5:30pm

Visit and tours of Jane Addam's Hull House [Included in Conference Registration]

Location: 800 South Halstead Street

(Buses leave main conference site 25 East Pearson Street at half hour intervals – signup at Registration Desk)

Thursday August 18, 6:00pm - 7:00pm

**Keynote Address**

Location: University of Illinois-Chicago

(Next door to Hull House; Buses return to 25 East Pearson Street afterwards)

Chicago and Mississippi, Race, Violence and Education: The 1955 Emmett Till Case

*Elliott Gorn (Loyola University Chicago)*

Friday August 19

Registration and Information Desk (2nd Floor lobby Corboy Law Center, 25 East Pearson St) will be open 8:00am to 1:30pm. Information desk will reopen 4:30-6:30 after the keynote and General Assembly meeting.

Friday August 19, 8:30am - 10:00am

**60.01 Footwork, Handwork, Sense and Sensibility** Location: CLC 105

Chair, *Victoria Cain (Northeastern University)*

Feet, footwork and 'being alive' in the modern school (*English*)

*Catherine Burke (University of Cambridge)*

Learning to Dissect. The Technologies of Touch in the Renaissance (*English*)

*Viktoria von Hoffmann (Villa I Tatti, Harvard University Center for Italian Renaissance Studies )*

Sloyd: a wholesome educational concept, an antidote to verbalistic school (between the late 19th century and the early 20th century) (*English*)

*Mirian Jorge Warde (Universidade Federal de São Paulo)*

**60.02 Emphasizing the Body in Early Childhood Education** Location: CLC 205

Chair, *Kay Whitehead (Flinders University)*

The Body in Montessori's First International Training Course 1913 (*English*)

*Gerald Lee Gutek (Loyola University Chicago)*

Regulating the Young Child's Body: Influences on Work in USA Progressive Schools (*English*)

*Blythe F. Hinitz (The College of New Jersey) Jeroen Frans Staring (Independent Researcher)*

Materials and Practices of Teacher Brazilian Ana Maria Poppovic (*English*)  
 Camila Maria Chiari (*Federal University of São Carlos*) Alessandra Arce Hai (*Federal University of São Carlos*)

60.03 Curriculum History and the Body Location: CLC 202

Chair, *Christine Myers (Monmouth College)*

The History of Learner-Centered Education in Japan: An analysis focused on experience-based learning (*English*)

*Myungsil Lee and Yu Jin-Young (Sookmyung Women's University)*

Curriculum, Cybernetics, and the Citizen (*English*)

*John P. Ivens (University of Wisconsin-Madison)*

Curriculum History at/of present time: creating Sciences and Biology teachers for the Education of Young Adults and Adults in Brazil (*English*)

*Juliana Marsico (Universidade Federal do Rio de Janeiro UFRJ) André Vitor Fernandes dos Santos (Universidade Federal do Rio de Janeiro UFRJ) Marcia Serra Ferreira (Universidade Federal do Rio de Janeiro UFRJ)*

60.04 The Body as Educational Metaphor Location: CLC 322

Chair, *Nelleke Bakker (University of Groningen)*

But there is also an ecology of the world within our bodies': Rachel Carson and environmental education (*English*)

*Ruth Watts (University of Birmingham)*

Body, Illness and Disease - The (re)turn of Organisms as Educational Metaphors in Germany, 1890-1933 (*English*)

*Le Zhang (Humboldt University Berlin) Xiaolian Luo (Humboldt University Berlin)*

Role of National University Commission (NUC) in the Development of University Education in Nigeria, 1962 to present, (*English*)

*Hannah Adebola Aderonke Okediji (Oyo State Ministry of Education)*

60.05 Shaping Teachers and Teaching Location: CLC 203

Chair, *Christine Mayer (University of Hamburg)*

Female Education In Mato Grosso: Designs for Women's Education in the Early Years of Brazilian Republic (*English*)

*Elizandra de Siqueira Chitolina (Instituto Federal de Mato Grosso IFMT) Nilce Vieira Campos Ferreira (Universidade Federal de Mato Grosso UFMT)*

Female Collegiate Faculty in U.S. Higher Education, 1945-1970: The Impact of Gendered and Sexualized Bodies (*English*)

*Linda Eisenmann (Wheaton College)*

Is there a teaching body inside the French catholic education system? The ambiguities of private-schools teachers under the Debré law since 1959. (*Français*)

*Poucet Bruno (CAREF Amiens)*

60.06 Women's Health Care as Public Health Education Location: CLC 206

Chair, *James Charles Albisetti (University of Kentucky)*

Schooling of Bodies: The United States and Brazil (1850-1890) (*English*)  
*Maria Zelia Maia Souza (Rio de Janeiro State University) Aline de Moraes Limeira Pasche (Rio de Janeiro State University)*

Medical Education and the Body: The Boston Women's Health Book Collective Versus the Medical Mis-education of Women (*English*)

*Diane Karns (University of Oklahoma)*

'The Mind Has to Catch Up on Sex' : Sex Education and Sexual Norms in the Hull House of Chicago (*English*)

*Alexandra Kathryn Fair (Miami University Ohio)*

#### 60.07 Enslaved Bodies and Education Location: CLC 302

Chair, *Mirelsie Velazquez (University of Oklahoma)*

The proposition of black education in the American post-nati laws (*English*)

*Graciane Daniela Sebrão (IFSC)*

Slave population and education in Brazil: the attempted exclusion of their bodies and the silencing of their history (*English*)

*Cristina Carla Sacramento (Universidade Estadual de Campinas UNICAMP)*

#### 60.08 The Body Punished: Representations of School Discipline in Literature, Film and Art Location: CLC 301

Chair, *Nancy Beadie (University of Washington)*

The body punished: tools and practices of corporal punishment in European filmography (*English*)

*Giacomo Spampani (University of Florence)*

Fatal, Flogging Westminster: Punishment and Literary Production at Westminster School (*English*)

*Jill Gage (The Newberry Library)*

The Popularity of Undisciplined Bodies: The Image of a School in Uproar in an Age of Educational Disciplining (*English*)

*Maria del Mar Del Pozo Andres (University Acala) Sjaak Braster (Erasmus University Rotterdam)*

#### 60.10 Student Life Location: CLC 207

Chair, *Marc Van Overbeke, (Northern Illinois University)*

Student Bodies, State Bodies: A Half-century of Regulating Art Students (*English*)

*Mary Ann Stankiewicz (The Pennsylvania State University)*

Politics, Religion, Traditional Culture and University Students in Early Modern China: Students' life in Fu Jen Catholic University of Peking during the Sino-Japanese War (1937-1945) (*English*)

*Yi Sun (Beijing Normal Univeristy) Meng Jin (Beijing Normal University)*

The physical, intellectual and moral assistance of students of higher education: the student associations in the Higher Courses of Minas Gerais - 1912 a 1935 (*English*)

*Alice Conceição Christófaro (UFMG)*

#### 60.11 Student of Color Rebellion: A Historical Perspective Location: CLC 321

Chair, *Fredrick Douglass Dixon (University of Illinois, Urbana-Champaign) Angel Luis Velez (University of Illinois, Urbana-Champaign)*

What's In a Name? (*English*)

*Fredrick Douglass Dixon (University of Illinois, Urbana-Champaign)*

Challenging Notions of Inferiority: Puerto Rican Students and the Struggle for an Educational Opportunity Program at Northeastern Illinois University in the Early 1970s (*English*)

*Angel Luis Velez (University of Illinois, Urbana-Champaign)*

60.12 Fabricating Modern Societies: Education, Body and Mind in the 'Age of Steel' (1 of 2) Location: CLC 305

Chair, *Karin Priem (University of Luxembourg)*

The Working Man's Body between "Presentation" and "Representation": Visual Constructions of Workers in the Luxembourg Steel Industry (ca. 1900-1940) (*English*)

*Ira Plein (University of Luxembourg)*

Depicting the Body – Constructing Subjectivities: Students, Apprentices, Workers, and Captains of the Steel Industry Seen through the Glass Plate Negatives from the Institut Emile Metz (*English*)

*Françoise Poos (University of Luxembourg)*

"Star Kam Ata" – A Luxembourg Lady of Steel Encounters Japanese Female Bodies during the Interwar Period (*English*)

*Klaus Dittrich (Hong Kong Institute of Education)*

Discussant, *Angelo Van Gorp (Ghent University)*

60.13 SWG Touching Bodies, Panel (1 of 3) Location: CLC 306

Chair, *Diana Gonçalves Vidal (USP)*

Hair as metaphor: Exploring the "Hair Question" in Girls' Schools in Republican China (1912-1937) (*English*)

*Zhou Na (Central China Normal University) Zhou Hongyu (Central China Normal University)*

Transnational Education: Sex education and the New Education Fellowship (1920) (*English*)

*Diana Gonçalves Vidal (USP)*

Discovery of the Feeble-mindedness Among Immigrant Children: Through the Intelligence Test in California in the 1910s (*English*)

*Mariko Omori (Kyushu University)*

La experiencia escolar de la mente y el cuerpo: fundamentos de la persona moderna (*English*)

*Zandra Pedraza (Universidad de los Andes)*

60.14 The 'hand' in education Location: CLC 303

Chair, *William J Reese (University of Wisconsin-Madison)*

Vocational or liberal education? The role of the "hand" in Pestalozzi's educational theory (*English*)

*Rebekka Horlacher (University of Zurich)*

Educating the Mind and the Hand of Children: Theoretical Underpinnings of the Manual Training Movement in the U.S. (*English*)

*Sébastien-Akira Alix (Université Paris Descartes)*

The hand as a pedagogical aid (*English*)

*Lukas Boser Hofmann (Pädagogische Hochschule Fachhochschule Nordwestschweiz)*

Discussant, *Frederik Herman (University of Luxembourg)*

60.15 Archival Bodies: Chicago Archivists and Preserving the Educational Past Location: CLC 106

★ ISCHE 38 Highlighted Panel ★

Chair, *Ann Marie Ryan (Loyola University Chicago)*

*Peggy Glowack (Special Collections & University Archives, University of Illinois at Chicago)*

*Douglas Bicknese (National Archives at Chicago, Great Lakes Division)*

*Julie Wroblewski (Chicago History Museum)*

60.16 Catholic teaching and the long transnational 1960s: Reclaiming the body, active pedagogies, and rebuilding selfhood Location: CLC 323

Chair, *Daniel Tröhler (University of Luxembourg)*

Women religious teachers: facing the world on new terms during the long 1960s (1958-1974) into the 1980s (English)

*Rosa Bruno-Jofré (Queen's University) Ana Jofré (OCAD)*

The reception of Waldorf schools in a strong catholic context: Spain during the late- francoism in the sixties (English)

*Patricia Quiroga Uceda (Independent Researcher)*

Active Methods and Social Secularization in School Catechesis during the Franco Dictatorship (1939-1975): A Transfer in a Cultural System in Change (English)

*Carlos Martínez Valle (Universidad Complutense de Madrid)*

An active pedagogy to adequate theology teaching to "current methods": the reform process of theology programs of the Jesuits in Spain (1961-1967) (English)

*Jon Igelmo Zaldivar (University of Deusto)*

60.17 Regulating Human Bodies in Architectural Settings - Historical Perspectives on Educational Practices in School Buildings and Residential Rooms Location: CLC 422

Chair, *Marianne Helfenberger (University of Zurich)*

The school building and the body in 19th century Switzerland (English)

*Marianne Helfenberger (University of Zurich)*

Transformation of the school desk and forms of subjectivation (English)

*Cornelia Dinsleder (Fachhochschule Nordwestschweiz) Daniel Wrana (Fachhochschule Nordwestschweiz)*

Educating Efficient Housekeeping. The Frankfurt Kitchen and Body Politics in the Late 1920s (English)

*Martin Viehauser (Eberhard Karls Universität Tübingen)*

Discussant, *Rosalía Menéndez Martínez (Universidad Pedagógica Nacional México)*

60.18 Body as Object of Reform or Instrument of Rehabilitation in Residential Child Care, Part 1 Location: CLC 303

Chair, *Véronique Czáka (University of Geneva Swiss national research foundation)*

Reeducating soul through body? Physical activities and sports in residential care homes in French-speaking Switzerland, 1940s - 1970s (English)

*Yves Collaud (University of Fribourg/SNF) Véronique Czáka (University of Geneva/SNF)*

Children's body as an object of control, violence and abuse: continuity and change in Dutch residential child care after the Second World War (English)

*Jeroen J.H. Dekker (University of Groningen)*

Discussant, *David Niget (University of Angers)*

Friday August 19, 10:00am - 10:30pm

**Coffee Break**

Location: CLC second and third floor lobby area

**Official Launch of ISCHE Global Histories of Education Book Series**

Location: CLC second floor lobby area

Series Editors, *Diana Vidal (University of Sao Paulo, Brazil)*, *Tim Allender (University of Sydney, Australia)*

*Eckhardt Fuchs (Georg Eckert Institute, Germany)* *Noah W. Sobe (Loyola University Chicago, USA)*

Friday August 19, 10:30am - 12:00pm

70.01 Feeling Bodies: Inclusions and Exclusions Location: CLC 321

Chair, *Pablo Andrés Toro Blanco (Universidad Alberto Hurtado)*

*Affective Practices of Teacher-Activists (English)*

*Jenna Morvay (Teachers College, Columbia University)*

*Natural emotional regime', an indigenous body and the newcomers in the Hebrew school (English)*

*Tali Tadmor- Shimony (Ben Gurion University)*

*Cultivating Political Sense: Martha Nussbaum and the Historicity of Emotions (English)*

*Synne A Myreböe (Umeå University)*

70.02 Educated Bodies and Institutional Bodies Location: CLC 301

Chair, *M. Adelina Arredondo (Universidad Autónoma del Estado de Morelos)*

*Brazilian educational periodicals in the conformation of the bodies of knowledge or disciplines the Didactics in the teacher training institutions in Brazil (1827-2011) (English)*

*Rosane Michelli de Castro (UNESP / Marília)* *Viviane Cássia Teixeira Reis (UNESP)* *Ana Paula Pila Vaz (UNESP)*

*La constitución de un cuerpo docente en la enseñanza secundaria en Uruguay en las décadas de 1950 y 1960 (Español)*

*Lucas D'Avenia (Universidad de la Republica)*

*Educational Bodies in Nigeria, the Enactment of Toothless Bulldogs: The Case of National Board for Technical Education (NBTE) 1977-2015 (English)*

*Grace Oluremilekun Akanbi (Emmanuel Alayande College of Education)* *Olufemi Adesola Ojebiyi (Obafemi Awolowo University)* *Oluremi Adenike Abiolu (Federal University of Technology Akure)*

70.04 Réformisme (s), Progressisme (s), Conservatisme (s) en éducation Location: CLC 302

Chair, *André D Robert (Université Lumière Lyon 2)* *Joaquim Pintassilgo (Universidade de Lisboa)*

*Democracy as Education: John Dewey's Progressive Philosophy (Français)*

*Sebastien-Akira Alix (Université Paris Descartes & Université Lumière Lyon 2)*

*Controverses autour des conceptions nouvelles de l'éducation dans l'entre-deux-guerres (France, Suisse romande) (Français)*

*Frédéric Mole (Université de St-Etienne & Archives Institut JJ Rousseau)*



L'éducation sous la présidence de François Mitterrand de 1984 - 1988 : une priorité paradoxale? (*Français*)  
*Ismail Ferhat (Université de Picardie Jules Verne)*

70.05 Fabricating Modern Societies: Education, Body and Mind in the 'Age of Steel' (2 of 2) Location: CLC 305

Chair, *Karin Priem (University of Luxembourg)*

"Sensuous Geographies" in the "Age of Steel": Educating Future Workers' Bodies in Time and Space (1900-1940) (*English*)

*Karin Priem (University of Luxembourg) Frederik Herman (University of Luxembourg)*

Germs, Bodies, and Selves: Tuberculosis, Social Government, and the Promotion of Health-Conscious Behavior in the Early 20th Century (*English*)

*Enric J. Novella (Miguel Hernández University)*

Transatlantic Iron Connections: Brazilian Social Welfare Made by the Luxembourg "Iron King" in Minas Gerais (1920-1960) (*English*)

*Irma Hadzalic (Universidade Federal do Paraná UFPR & University of Luxembourg)*

Discussant, *Noah W Sobe (Loyola University Chicago)*

70.06 SWG Touching Bodies, Panel (2 of 3) Location: CLC 306

Chair, *Inés Dussel (DIE-CINVESTAV)*

Contact between bodies: Norms and Experiences in the Origins of the National Secondary School in Argentina in the Late 19th and Early 20th Centuries (*English*)

*Felicitas Acosta (Universidad Nacional de General Sarmiento)*

Historical Perspectives on School Uniforms in China (1904-1945) (*English*)

*Deng Ling Yan (Central China Normal University)*

The body and the political space: a historical exploration of physical education at Lemana Training College, South Africa 1900-1965 (*English*)

*J. Seroto (University of South Africa, Pretoria)*

"Poner el cuerpo el cuerpo" Una tensión compleja entre la educación formal y la educación no formal a mediados del S XX (*English*)

*Ana Diamant (Universidad de Buenos Aires)*

70.07 Classifying children to the national body: Science, education and bodies (3 of 3) Location: CLC 304

Chair, *Antonio Francisco Canales Serrano (Universidad de La Laguna) Simonetta Polenghi (Università Cattolica del Sacro Cuore)*

Measuring Catholic Minds, Bodies, and Souls: Testing and Catholic Schools in the First Half of 20th Century in the United States (*English*)

*Ann Marie Ryan (Loyola University Chicago)*

Agostino Gemelli (1878-1959) and the mental disability. Science, faith and education in the view of an Italian scientist and friar (*English*)

*Simonetta Polenghi (Università Cattolica del Sacro Cuore) Anna Debè (Università Cattolica del Sacro Cuore)*

The Soul against Matter. Rejection of tests and classifications by Spanish Francoist pedagogues (1936-1945) (*English*)

*Antonio Fco. Canales Serrano (Universidad de La Laguna)*

Curing the national body: Children classifications and measurements at the service of Francoist Spain after the Civil War (*English*)

*Amparo Gómez Rodríguez (Universidad de La Laguna)*

**70.08 Publishing in History of Education Journals** Location: CLC 105 ★ ISCHE 38 Highlighted Panel ★

Organizer, *David Boven (Loyola University Chicago)*

Participants:

*Ian Grosvenor (Paedagogica Historica: International Journal of the History of Education)*

*Daniel Tröhler (Bildungsgeschichte. International Journal for the Historiography of Education)*

*Nancy Beadie (History of Education Quarterly)*

**70.09 Body as Object of Reform or Instrument of Rehabilitation in Residential Child Care, Part 2**

Location: CLC 303

Chair, *Veronique Czaka (University of Geneva Swiss national research foundation)*

Bodies at risk. Youth confronting medical and psychological expertise on juvenile delinquency in post-WW2 Belgium and France (*English*)

*David Niget (University of Angers)*

A specific social history of growing up. The formation of children's bodies in corrective training, remedial teaching and child psychiatry in Austria after 1945. (*English*)

*Michaela Ralser (University of Innsbruck)*

Medical suppression of 'hypersexuality' with Epiphysan at the Children's Observation Ward in Innsbruck/Tyrol (Austria) between 1952 and 1980 (*English*)

*Ina Friedmann (University of Innsbruck)*

Discussant, *Jeroen J. H. Dekker (University of Groningen)*

**70.10 Handling culture: Hands and gestures in images of transcultural learning** Location: CLC 202

Chair, *Elsie Rockwell (DIE-CINVESTAV)*

Representations of hands in the Florentine Codex by Bernardino de Sahagún (ca. 1499 – 1590) (*English*)  
*Ana Martínez Martínez & Christian Roith (Universidad de Almería) Susanne Spieker Universität Hamburg*

Hands that propose and hands that respond: gestural interaction in Petul-Xun puppet performances in the Chiapas Highlands (*English / Spanish*)

*Susana Ayala Reyes (Centro de Investigación y de Estudios Avanzados, IPN)*

Hands and gestures in the permeable cultures of schooling in Mexican rural communities (*English*)

*Elsie Rockwell (DIE-CINVESTAV)*

**70.11 Sports and Education** Location: CLC 323

Chair, *Joachim Scholz (Research Library of the History of Education, Berlin, Germany)*

Sport- und Bewegungsunterricht in Gymnasien mit Internat in der Österreichisch-Ungarischen Monarchie (*Deutsch*)

*Magdolna Rébay (University of Debrecen)*

...hart wie Kruppstahl' - Das nationalsozialistische Körperideal in der Arbeit der österreichischen Hitlerjugend (*Deutsch*)

*Lisbeth Matzer (Andrássy University Budapest & University of Graz)*

**70.12 Bodies Obscured, Bodies Exposed Location: CLC 206**

Chair, *Lynn Fendler (Michigan State University)*

Body Images in the History of Education: Female half-nude with protective mask. A private photo and its relevance for the history of pre-military education in the GDR (*English*)

*Ulrich Wiegmann (Research Library for the History of Education at the German Institut for International Educational Research (DIPF))*

In Flesh and Bone: Bodily Image and Educational Patterns in Early Reformation Theater (*English*)

*Luana Salvarani (Università di Parma)*

**70.13 Disability and Education Location: CLC 203**

Chair, *Christine Woyshner (Temple University)*

The wounded heroes from the war: The re-education of the soldier in the Institute for the maimed of the War (*English*)

*Cláudia Pinto Ribeiro (University of Porto)*

The Education of Children with Intellectual Disabilities as a Field: Intellectuals from the State of São Paulo and the Rise of Education for 'Children with Abnormal Intelligence' in the Early 20th Century (*English*)

*Alexsandro do Nascimento Santos (Universidade de São Paulo USP)*

History of Education and Organisational Ability in Nigeria (*English*)

*Ojebiyi Olufemi Adesola (Obafemi Awolowo University) Fasakin Lawson Sunday (Obafemi Awolowo University) Adediran Amos Adekunle (Federal College of Education Abeokuta)*

Friday August 19, 10:30am - 12:30pm
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**71.01 Jonathan Zimmerman: Too Hot to Handle [Author Meets Critics]**

★ ISCHE 38 Highlighted Panel ★

Location: CLC 106

Chair, *Kate Rousmaniere (Miami University Ohio)*

Participants:

*Jonathan Zimmerman (New York University)*

*Diana Gonçalves Vidal (USP)*

*Theodorus Zervas (North Park University)*

**71.02 Historicizing the Body: History and Theory Location: CLC 207**

★ Highlighted Multilingual Panel ★

Chair *Thérèse Hamel (Université Laval)*

Education du corps, nature et vie au grand air dans la ville de São Paulo au début du XXème siècle (*Français*)

*Carmen Lucia Soares (State University of Campinas UNICAMP)*

El tratamiento del tema del cuerpo en la educación de adultos en la primera mitad del siglo XX en la Argentina. Una aproximación a partir de los libros de lectura. (*Español*)

*Lidia Mercedes Rodriguez (Universidad de Buenos Aires)*

La formación del cuerpo a través del pole dance: una reflexión desde la historia (del corsé a la constricción del músculo) (*Español*)

*Noyola Muñoz Gabriela (Universidad Nacional Autónoma de México)*

## 71.03 Professional Training and the Body Location: CLC 205

★ Highlighted Multilingual Panel ★

Chair, TBD

Maria Moura Lacerda and the 'Scientific Study of the Patrician Child' in Minas Gerais (1908-1925) (*English*)  
*Paula David Guimarães (Universidade Federal de Minas Gerais)*

Poor Pharmaceutical Training at excluded regions - Some Evidences (*English*)  
*Aires Antunes Diniz*

Körperbezogene Maßnahmen in der frühen sozialen Arbeit. Einzelfallstudien in den USA ca. 1900-1925  
 (*Deutsch*)  
*Dayana Lau (Martin-Luther-Universität Halle-Wittenberg)*

Friday August 19, 12:00pm – 1:30pm
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**Lunch**

Location: Kasbeer Hall, 16th Floor Corboy Law Center, 25 East Pearson Street (use South side elevators)

Friday August 19, 1:30pm – 2:30pm
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**Keynote Address**

Location: American Dental Association, 211 East Chicago Ave  
 (10 minute walk from main conference building at 25 East Pearson Street)

The civilization/decivilization of the body at school and the emotional, social and historical tensions present in this dynamic"

*Cynthia Greive Veiga (Universidade Federal de Minas Gerais)*  
 (Simultaneous Translation into English)

Friday August 19, 2:30pm – 4:00pm
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ISCHE General Assembly (All ISCHE Members welcome)

Materials available online at: <http://www.ische.org/documents-for-ische-general-assembly/>

Location: American Dental Association, 211 East Chicago Ave

Friday August 19, 4:30pm – 6:00pm
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## 80.01 Controlling Disabled Bodies Location: CLC 207

Chair, *Inês Félix (Umeå universitet)*

'Hopelessly Insane, Some Almost Maniacs': New York City's War on 'Unfit' Teachers (*English*)  
*Kristen Chmielewski (University of Iowa)*

Controlling the Body: Attitudes to 'Insane' Children in mid-Victorian England (*English*)  
*Alison Laitner (University of Birmingham)*

Jewish Identity with a Disability (1902-1948) - School for the Blind in Jerusalem (*English*)  
*Renana Kristal (Ben Gurion university)*

## 80.02 SWG Touching Bodies, Panel (3 of 3) Location: CLC 305

Chair, *Pablo Andrés Toro Blanco (Universidad Alberto Hurtado)*

Conflicts over Caste and Education: Schools for “Mang-Mahars” in 19th Century Maharashtra (*English*)  
*Jana Tschurennev (University of Göttingen)*

Legal and Illegal Forms of Touching. The Interplay of Space and Body Organization in Segregated Places. A Case Study on the Meaning of Geography and Architecture for the Pedagogical Processes in Public Youth Reformatories, (*English*)

*Michaela Ralsler (Innsbruck University) Ulrich Leitner (Innsbruck University) Flavia Guerrini (Innsbruck University)*

Neither too near nor too far: Attaching emotional meanings to students' physical contact in boarding schools in Chile (c.1820-c.1920) (*English*)

*Pablo Andrés Toro Blanco (Universidad Alberto Hurtado)*

The body that grows and learns. Eugenic and ergonomic concerns in the Portuguese school furniture ( XIX and XX centuries) (*English*)

*Anabela Amaral (FPCEUP-CIIE) Margarida Felgueiras (FPCEUP-CIIE) Juliana Rocha (FPCEUP-CIIE)*

#### 80.03 Sex Education and Gendering the Body Location: CLC 203

Chair, *Alexandra Fair (Miami University, Ohio)*

Sexual Hygiene: Dutch Reflections on the Adolescent Body in the 1920s (*English*)

*John Exalto (Vrije Universiteit Amsterdam)*

Sex education in the Hungarian books in the first half of the XX century (*English*)

*Henriette Pusztafalvi (University of Pécs)*

#### 80.04 Measuring Bodies Location: CLC 202

Chair, *Grace Oluremilekun Akanbi (Emmanuel Alayande College of Education)*

Evaluation of the Role of the West African Examination Council (WAEC) in Entrepreneurship and Self-reliance Education in Nigerian Educational Goals 1953-2015. (*English*)

*Moses Sunday Jayeola-Omoyeni (Adeyemi College of Education)*

Arnold Gesell, Modern Techno-Epistemic Arrangements and the Fabrication of the 'Normal Child' (*English*)

*Yasin Tunc (University of Wisconsin-Madison)*

#### 80.05 SWG Mapping the Discipline History of Education, Roundtable: The internationalization of History of Education Journals and the external peer review process Location: CLC 301

Chair & Discussant, *Jon Igelmo (Universidad de Deusto) & Simonetta Polenghi (University of Milan)*

History of Education Review (Australia) (*English*)

*Helen Proctor (University of Sydney)*

Espacio, Tiempo y Educación (Spain) (*English*)

*Sara González Gómez (University of Islas Baleares,) Patricia Quiroga Uceda (Independent Researcher)*

History of Education and Children's Literature (Italy) (*English*)

*Roberto Sani (University of Macerata) Luigiaurelio Pomante (University of Macerata)*

Encounters in Theory and History of Education (Canada) (*English*)

*Rosa Bruno-Jofré & Ina Ghita (Queen's University) Jon Igelmo Zaldívar (University of Deusto) Carlos Martínez Valle (Universidad Complutense de Madrid)*

History of Education Quarterly (USA) (*English*)

*Nancy Beadie (University of Washington)*

Friday August 19, 4:30pm - 6:30pm
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**81.01 Historical Methods: Oral History, Court Reports, & Obituaries**

★ Highlighted Multilingual Panel ★

Location: CLC 106

Chair, *Antonio Fco. Canales Serrano (Universidad de La Laguna)*

Distilleries of the teacher-citizen: teacher obituaries as embodiment of teaching careers in retrospective  
(*English*)

*Catherina Schreiber (University of Luxembourg)*

Teaching methodology and discipline of the body and mind: paddling and other punishments at inland schools in Brazil from the 1920s until 1950. (*English*)

*Maurides Batista Macedo (Federal University of Goias)*

Reconociéndose en el cuerpo muchos cardenales: Homicidio de un infante a causa de los castigos corporales infligidos por su maestro de primeras letras (Colombia, 1792) (*Español*)

*Jorge Enrique Conde (Universidad del Atlántico)*

**81.02 Public Health and Body Education in Germany** Location: CLC 302

★ Highlighted Multilingual Panel ★

Chair, *Karin Priem (University of Luxembourg)*

Der kindliche Körper als (unternehmerisches) Projekt der Lebensreform (*Deutsch*)

*Klemens Ketelhut (DGfE Sektion Historische Bildungsforschung)*

Concepts of sexual education in Wilhelminian Prussia (*Deutsch*)

*Daniel Töpfer (Humboldt University Berlin)*

For Healthier German Bodies: The Work of the Empress Frederick (*English*)

*James Charles Albisetti (University of Kentucky)*

**81.03 Regulating and Disciplining Bodies** Location: CLC 321

★ Highlighted Multilingual Panel ★

Chair, *Inés Dussel (CINVESTAV)*

Disciplinary Practice at Pedro II School: between the methods of teaching and observing. (*English*)

*Tatyana Marques de Macedo Cardoso (Federal University of the State of Rio de Janeiro UNIRIO)*

The embodiment of discipline and biopolitics in a boys' secondary school during the Estado Novo regime in Portugal (1942-1973). (*English*)

*Luís Grosso Correia (University of Porto)*

Hábitos y comportamientos de los cuerpos en la escuela hondureña (1882-1949) (*Español*)

*Andres Eduardo Garcia Lainez (Universidad do Estado do Rio de Janeiro)*

**81.04 Preparing the Catholic Body** Location: CLC 306

★ Highlighted Multilingual Panel ★

Chair, *Myriam Southwell (Universidad Universidad de La Plata)*

La Educación Corporal en la Escuela Rural Montado en Mato Grosso (1930-1946) (*Español*)

*Elton Castro Rodrigues Santos (Universidade Estadual Paulista Julio de Mesquita Filho)*

A Catholic School for German Immigrants In Curitiba: The Good Jesus School: 1896-1938, Disciplining Bodies and Safeguarding Souls (*English*)

*Luís Fernando Lopes (Centro Universitário Internacional UNINTER)*

El Binomio Cuerpo y Pensamiento: Pedagogía Jesuítica (*Español*)  
 María del Rosario Soto Lescale (*Universidad Pedagógica Nacional*)

81.05 The Regulation of Bodies in Space and Place Location: CLC 206 ★ Highlighted Multilingual Panel ★

Chair, *TBD*

Higher Education and its Spaces in Dispute: The Campus as a Place of Formation of Minds and Bodies  
 (*English*)

Ana Beatriz Maia (*University of São Paulo*)

Cuerpos que ocupan espacios: habitar la experiencia escolar (*Español*)

María Silvia Serra (*Universidad Nacional de Rosario*)

Educational elites and Modernity: the classrooms and the regulation of the bodies across the school space.  
 (*Español*)

Rosalía Menindez (*Universidad Pedagógica Nacional*)

81.06 Histories of problematized alien bodies, professional interventions and the crafting of a Danish welfare nation-state post-1945 Location: CLC 322

Chair, *Christian Ydesen (University of Aalborg)*

Crafting the Danish Welfare Nation State through Education, 1945-1970s – A comparative historical case study of professionals and othered bodies (*English*)

*Christian Ydesen (University of Aalborg)*

Engaging with the State-Crafting practices at the political level of the Danish Welfare Nation State – a historical analysis of the political-administrative categorisation and classification work addressing immigrant population bodies since 1945 (*English*)

*Bolette Moldenhawer (University of Copenhagen)*

Public welfare work addressing immigrants and refugees in the Danish welfare state: a social and symbolic practice seeking to make an integrated society (*English*)

*Trine Øland (University of Copenhagen)*

A Horizon of Governmentalities – a Historical Analysis of the Pedagogical Repertoires Made Available to Teachers Encountering Immigrant Pupils in Danish Schools 1970-2013 (*English*)

*Marta Padovan-Özdemir (University of Copenhagen)*

Discussant, *David Gilborn (University of Birmingham) Mona Gleason (University of British Columbia)*

81.07 SWG Objects, Senses and the Material World of Schooling: Mapping the Object in the History of Education Location: CLC 105

Chair, *Mirian Jorge Warde (Universidade Federal de São Paulo)*

The experience of the school at the time of the intuitive pedagogic in Spain through fixed and moving images with object-based references (*English*)

*Eulàlia Collelldemont (Universitat de Vic - UCC)*

Reimagining Education for Health: A Body and Sensory Reading of Child and Adolescent Obesity and Eating Disorders (ca. 1920-2020) (*English*)

*Geert Thyssen (Liverpool John Moores University, Università degli Studi di Sassari, Université de Liège)*

The intuitive teaching method in the journal *Eschola Pública*: repertoires, ways and means of educational innovation (1893-1897) (*English*)

*Vera Teresa Valdemarin (UNESP)*

Discussant, *Kazuhisa Fujimoto (Keio University) Ian Grosvenor (University of Birmingham) Noah W Sobe (Loyola University Chicago)*

81.08 SWG Gender, Wrap-up Meeting Location: CLC 323

Chair, *M. Adelina Arredondo (Universidad Autónoma del Estado de Morelos) Christine Mayer (University of Hamburg)*

Friday August 19, 6:00pm - 6:30pm

82.01 SWG Mapping the Discipline History of Education, Conclusion and Perspectives Location: CLC 301

Presenters (*English and Français*)  
*Eckhardt Fuchs (Georg Eckert Institute for International Textbook Research) Rita Hofstetter (University of Geneva) Solenn Huitric (ENS de Lyon/LARHRA)*

Friday August 19, 7:00pm – 11:00pm

Banquet Dinner [Additional Registration Required]

Location: National Museum of Mexican Art, 1852 W 19th

(Buses leave Loyola University Chicago's Corboy Law Center [25 East Pearson Street] at 7pm and 7:30pm, returning at 10:00pm and 11:00pm)

Saturday August 20

Information Desk (2nd Floor lobby Corboy Law Center, 25 East Pearson St) will be open 8:00am to 10:30am.

Saturday August 20, 8:30am - 10:00am

90.01 Examining Black Bodies of Counter-Hegemonic Resistance: Radical Praxis, Community Power and Critical Histories of Struggle Location: CLC 205

Chair, *Richard D Benson II (Spelman College)*

On the mis-education of dark bodies behind the veil: W.E.B. Du Bois, Carter G. Woodson, and the nature of American racial terror (*English*)

*Kamau Rashid (National Lewis University)*

Funding the "Revolution": Student/Labor Activism, White Church Money, and the Financial Architects of Black Radicalism 1966 – 1976 (*English*)

*Richard D Benson II (Spelman College)*

Engineered Conflict: School Closings, Public Housing, Law Enforcement and the Future of Black Life (*English*)

*David Stovall (University of Illinois at Chicago)*

90.02 Physical Education for Civic Nationhood Location: CLC 206

Chair, *TBD*

La educación del movimiento, la enseñanza preparatoria y la práctica de la gimnasia en México, segunda mitad del siglo XIX (*Español*)

*María Guadalupe Cedeño (Universidad Michoacana)*



Construyendo 'El cuerpo' de la barbarie (*Español*)

Luis Javier Garcés (*Universidad Nacional de San Juan*) Diego Garcés (*Universidad Nacional de Córdoba*)

El cuerpo operador de la modernización en Colombia: primera mitad del siglo XX (*Español*)

Dora Lilia Marín Díaz (*Universidad Pedagógica Nacional*)

#### 90.03 Marginalized Bodies in American Education Location: CLC 105

Chair, Marc Van Overbeke (*Northern Illinois University*)

The Gay Body and the Administrative Imagination; 3 Firings in 1970's America (*English*)

Jason Mayernick (*University of Maryland College Park*)

Pride and Hate under the Lights: The Selective Acceptance of Blackness at Indiana University (*English*)

Angel Cassandra Nathan (*Indiana University*)

Staking a Claim in Mad River: Transforming the Body of Law on Gay Rights in the United States (*English*)

Karen Graves (*Denison University*)

#### 90.04 Hygiene in Schools: Health Practices Location: CLC 207

Chair, Ruth Watts (*University of Birmingham*)

Medical inspection and health instruction in the early twentieth century Australian public school (*English*)

Helen Proctor (*University of Sydney*) Kellie Burns (*University of Sydney*) Rose Leontini (*University of NSW*)

Bathing or/and swimming? Water & school in French-speaking Switzerland at the Turn of the 20th Century

(*English*)

Veronique Czaka (*University of Geneva & Swiss National Research Foundation*)

#### 90.05 Medical Expertise and Regulation in Schools Location: CLC 302

Chair, Nelleke Bakker (*University of Groningen*)

Medical-Hygienic Prescriptions and the Manufacturing of the Multiple Body in Brazil (*English*)

José Gonçalves Gondra (*State University of Rio de Janeiro - UERJ*)

The art of scientific educational hygiene in Mexico (1870-1950) (*Español*)

María Guadalupe García Alcaraz (*Sociedad Mexicana de Historia de la Educación*) Luciano Oropeza

Sandoval (*Sociedad Mexicana de Historia de la Educación*)

A healthy body. School doctors and the meaning of physical child health: the case of the Netherlands (c. 1930-1970) (*English*)

Nelleke Bakker (*University of Groningen*)

#### 90.06 Bodies in the Internationalization of Education Location: CLC 303

Chair, Mirian Jorge Warde (*Universidade Federal de São Paulo*)

Internationalizing techniques of the body: world's fairs, go-betweens, books. (*English*)

Joakim Landahl (*Stockholm university*)

Corps libéré, école transformée : l'apport d'écoles nouvelles françaises du XXe siècle (*Français*)

Fabienne Serina-karsky (*Université Paris 8*)

#### 90.07 Education on the Move: Travelling Schools Location: CLC 301

Chair, Filiz Meşeci Giorgetti (*University of Istanbul*)

Travelling and storytelling: a students' article about their excursion to Alentejo and Algarve (*English*)  
*Inês Félix (Umeå universitet)*

Educational trips' - a hungarian master-disciple relationship from the beginning of the 20th century (*English*)  
*András Hegedüs (University of Pécs)*

**90.08 Creating Devout Bodies: Catholic and Orthodox Jewish Education** Location: CLC 306

Chair, *John L Rury (University of Kansas)*

The Body Subdued: The Formation of Postulants to American Catholic Sisterhoods, 1945-1965 (*English*)  
*Brian Titley (University of Lethbridge)*

Marked bodies. Body-representations in orthodox and neolog Jewish schoolbooks in the late 19th century (*English*)  
*Laszlo Galantai (University of Pécs)*

Fraternity campaign and MOBREAL: Catholicist discourse in the formation of the MOBREAL student (*English*)  
*Ana Cristina Pederiva (Universidade Federal de Alfenas UNIFAL)*

**90.09 Schooling as production of differentiated, racialized, and gendered student bodies: Rethinking curriculum history from international and multidisciplinary perspective** Location: CLC 321

Chair, *Christina Siry (University of Luxembourg)*

Bringing the marriage bed to school: Gender inequality and heterosexual family relations in Luxembourg's sex education curricula (*English*)  
*Catherina Schreiber (University of Luxembourg) Christina Siry (University of Luxembourg)*

Differentiating students' "interest in science": The production of racialized and gendered bodies in U.S. science education (*English*)  
*Kathryn Kirchgasser (University of Wisconsin-Madison)*

A historical study of applying a new perspective on mathematical concepts for improving education of "mentally handicapped" children (*English*)  
*Shaghayegh Amiri Nadimi (University of Luxembourg)*

Discussant, *Inés Dussel (CINVESTAV)*

**90.10 The body between the Protestant souls and the embodiment of the emerging nation-states in the nineteenth century: Physical education in a cross-cultural perspective (Sweden, Germany, and Switzerland)** Location: CLC 322

Chair, *Daniel Tröhler (University of Luxembourg)*

The German national body and physical education: Turnvater Jahn and his contested vision of a United German nation (*English*)  
*Daniel Tröhler (University of Luxembourg)*

Physical education and nation-building in a heterogeneous context concerning language and culture (*English*)  
*Rebekka Horlacher (University of Zurich)*

Creating gendered bodies in the service of the nation: Girls physical education according to the Swedish pioneer Anton Santesson (*English*)  
*Johannes Westberg (Uppsala University)*

Discussant, *Thomas S Popkewitz (University of Wisconsin-Madison)*

**90.11 Gender Segregation and the Materiality of Educational Spaces** Location: CLC 202

Chair, *Ulrich Leitner (Department of Education, University of Innsbruck)*

Healing Spaces: The Female Body in the (Self-)educational Mystical Experience of the Middle Ages  
(English)

*Irene Berkel (Department of Education, University of Innsbruck)*

The Interplay of Space and Body Organization in Segregated Places of Residential Care (English)  
*Ulrich Leitner (Department of Education, University of Innsbruck)*

Dangerous Spaces—Endangered Girls. The Interdependence of Gender and Space in the Process of  
Placing Children in Care (English)

*Flavia Guerrini (Department of Education, University of Innsbruck)*

**90.12 Special Education: National Trends** Location: CLC 203

Chair, *Sebastien-Akira Alix (Université Paris Descartes & Université Lumière Lyon 2)*

Tracing Deaf Human Bodies: Exploring the Origins and Spread of Deaf Education Across the United States  
(English)

*Christopher A.N. Kurz (Rochester Institute of Technology, National Technical Institute for the Deaf)*

Children with disabilities in the context of historical changes (Français)

*Danuta Apanel (Pomeranian University in Slupsk)*

Perception and Attitudes Towards Disability Education in Nigeria: An Historico-cultural Perspectives  
(English)

*Ojebiyi Olufemi Adesola (Obafemi Awolowo University) Akanbi Grace Oluremilekun (Emmanuel Alayande  
College of Education) Lawal Olubode Bashir (University of Ibadan)*

Saturday August 20, 10:00am – 10:30am
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**Coffee Break**

Location: American Dental Association, 211 East Chicago Ave  
(10 minute walk from main conference building 25 East Pearson Street)

Saturday August 20, 10:30am - 11:30am
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**Keynote Address**

Location: American Dental Association, 211 East Chicago Ave

**Educability, Disability and the Making of Family: the case of American Adoption**

*Sandy Sufian (University of Illinois Chicago)*

Saturday August 20, 11:30am - 12:00pm
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**Conference Closing Ceremony**

Location: American Dental Association, 211 East Chicago Ave

Chair, *Kate Rousmaniere (Miami University Ohio) Noah W Sobe (Loyola University Chicago)*

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**Participants**

*Mona Gleason (University of British Columbia)*

*Elliott Gorn (Loyola University Chicago)*

*Sandy Sufian (University of Illinois Chicago)*

*Cynthia Greive Veiga (Universidade Federal de Minas Gerais)*

Saturday August 20, 12:00pm - 1:30pm

**Lunch**

Picnic lunches will be distributed at the American Dental Association 211 East Chicago Ave for people to take to the lakefront or the Seneca Park across the street. In case of rain the Gorman Steps / Lobby of Loyola University Chicago's Schrieber Center at 16 E Pearson St will be available.

Saturday August 20, 3:00pm – 4:30pm

**Architectural River Boat Cruise [Additional Registration Required]**

Location: Chicago Architecture Foundation Dock, 112 East Wacker Drive

(20 minute walk from main conference site at 25 East Pearson Street; arrive by 2:45pm)

Saturday August 20, 6:10pm

**White Sox Baseball Game [Additional Registration Required]**

Location: US Cellular Field 333 W 35th

(Travel on your own via Red El line, direction 95th Street to "Sox-35th"; arrive by 6:00pm)

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## ISCHE 39

### EDUCATION AND EMANCIPATION

### EDUCACIÓN Y EMANCIPACIÓN

18-21 July 2017, Buenos Aires, Argentina  
 18 al 21 de Julio 2017 Buenos Aires, Argentina  
 Universidad de Buenos Aires

Inspired by the phenomenon of decolonization, scholarship in the last few decades has seen a reexamination of education's role in emancipatory goals. The contemporary circulation of new social, political and pedagogical ideas incorporates universal values, but these play out locally in many different ways. In Latin America, the interaction between the universal and the local in educational terms has a rich history from the early colonial period to the present. ISCHE 39 seeks to stimulate conversations within the history of education that consider issues of transculturation, hybridization and acculturation as different communities and different educational ideals throughout the world come into contact with each other. These encounters encourage questioning about the relationship between education and emancipation.

The organizers welcome a variety of theoretical frameworks that analyse education in a historical perspective. Conference proposals should address the following four themes. Suggestions for potential topics are listed below each theme.

#### CONFERENCE THEMES

##### 1. Centers and peripheries in educational ideas and practices

Intercultural perspectives in citizenship education; struggles around curriculum and school knowledge; schooling and state building; experiences of non-state schools (religious institutions, trade schools, etc.)

##### 2. Colonization as a political and cultural process in education

The colonial school; cultural assimilation, integration or relegation; indigenous responses to colonial education; the power dynamics in social and cultural reproduction; non-formal educational processes in colonial contexts

##### 3. Education and decolonization

Education and training for citizenship; decolonization and social inequalities; social and cultural transformations and postcolonial identity

##### 4. Peoples and subject emancipation

The historical tension between civilizing and emancipatory education; agents of emancipation/agents of control; institutions and tools in the process of decolonization

#### IMPORTANT DEADLINES

December 31, 2016: Proposals Submission Deadline

February 15, 2017: Authors Notified of Acceptance

May 10, 2017: Early Registration ends

#### CONFERENCE CO-CONVENORS

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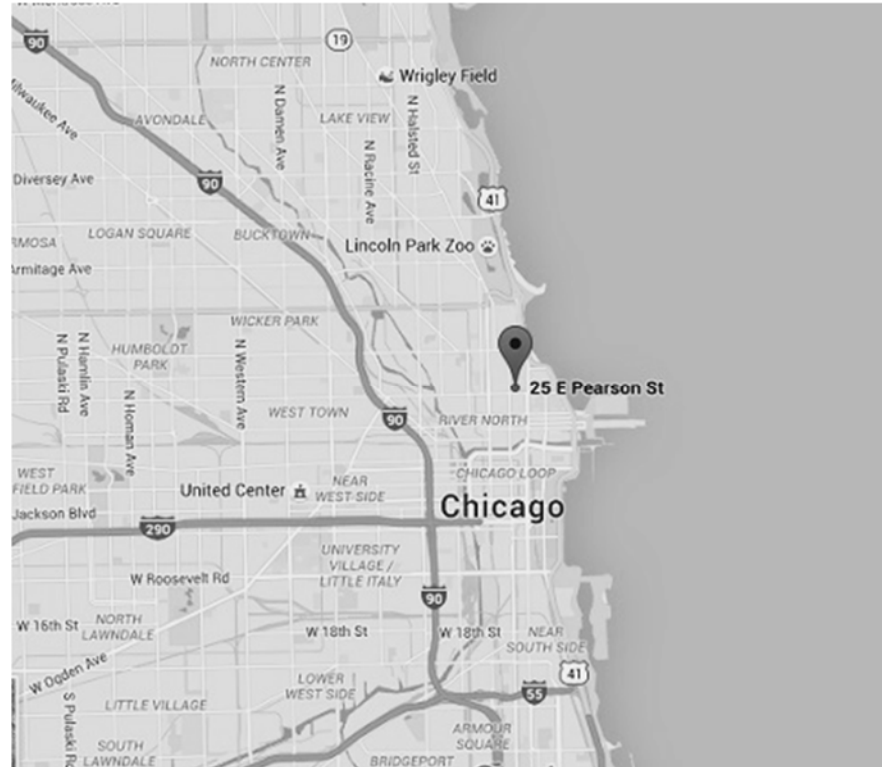
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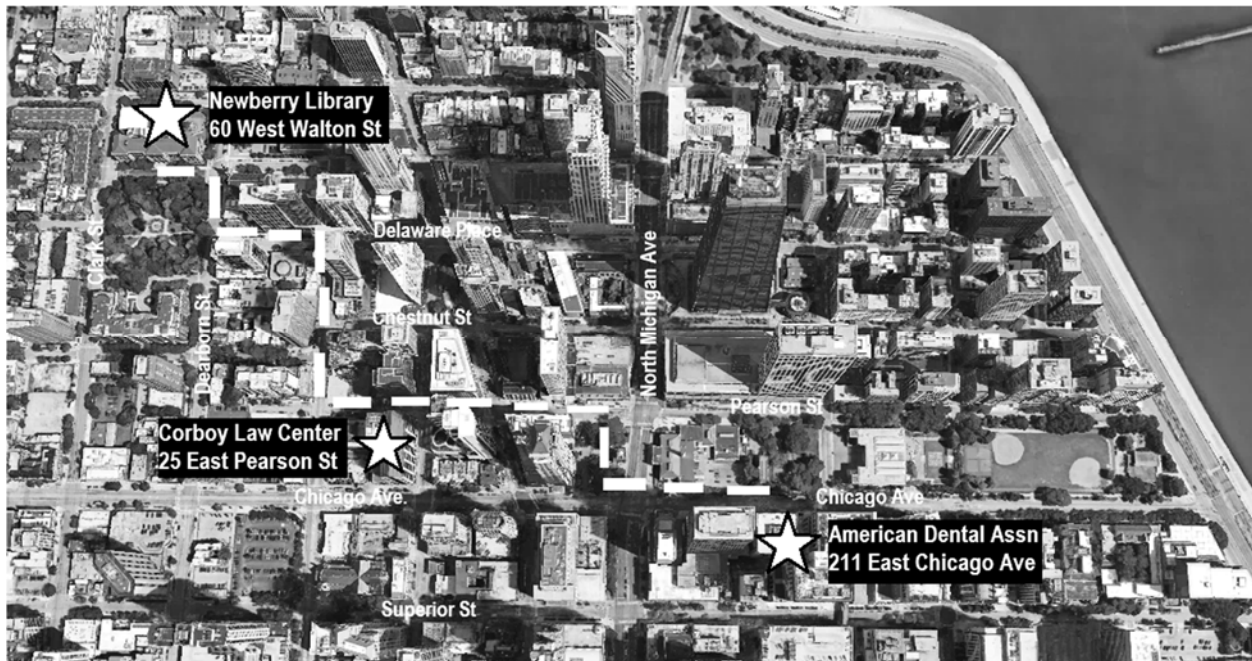
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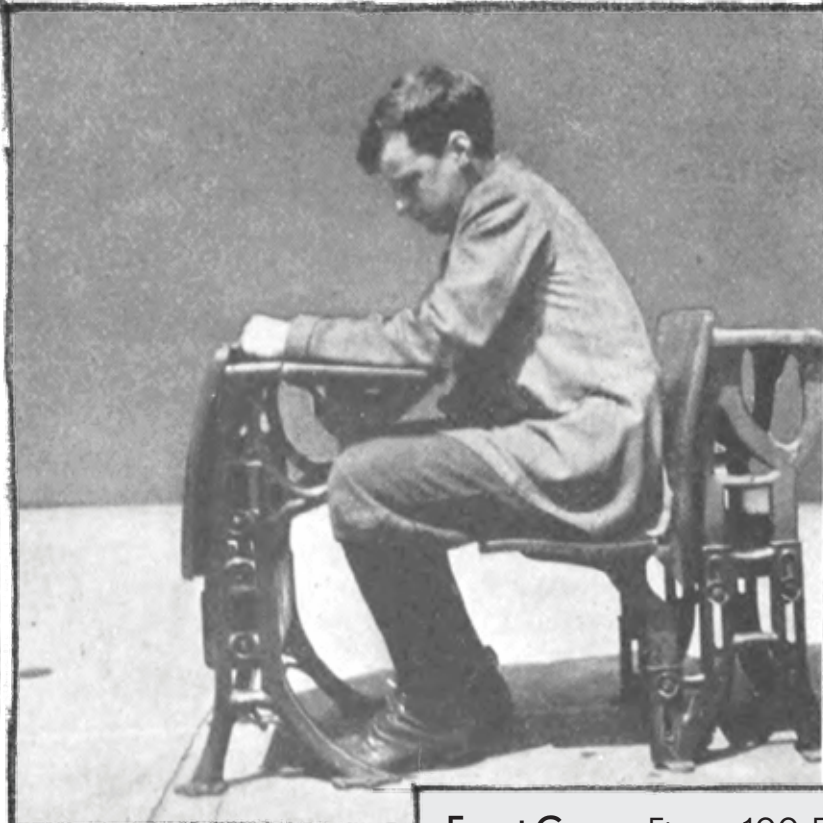
The ISCHE 38 conference will take place in the Corboy Law Center building on the Water Tower Campus of Loyola University Chicago (25 East Pearson Street, Chicago IL 60611).

Please note that Loyola University Chicago has two campuses in Chicago, one on the north side of the city in Rogers Park and the second, our Water Tower Campus -- where the ISCHE 38 conference will take place -- just off North Michigan Avenue in the Gold Coast just across the river, north of the downtown "loop" area. Chicago is well served by public transportation and both of Loyola's campuses are on the Red metro/El line. Please make sure to get off at the "Chicago Avenue" stop. (Do not take the Red line to the "Loyola" stop as this takes you to the north-side Rogers Park campus).



We will have several conference events at locations in easy walking distance from the main conference site. If you require transportation to any of these locations please contact the organizers at [ische2016@ische.org](mailto:ische2016@ische.org)





**Front Cover:** Figure 100. Furniture of the correct height.

**Back Cover:** Figure 99. A grammar school boy in a primary seat.

**Source:** Jesse H Bancroft, *The Posture of School Children: with its home hygiene and new efficiency methods for school training* (New York: The Macmillan Company, 1919)