**Gender at ISCHE 1994-2012** [PPT1]

From the discussion held in the Standing Working Group on Gender (SWGG) in Mexico in 2011, I was invited to examine both the history of the SWGG over the last 18 years and how far it had realized its changing aims at the ISCHE conferences and in publications, especially *Paedagogica Historica*. As true historians we wanted to explore our past partly to try and understand our present better and make informed decisions on our future. We also wished to assess what the gender group had added to history of education. I am going back to 1994, not only because that was when I began attending ISCHE conferences, but principally because it was when Geoffrey Giles refounded the SWGG to make it a going concern. In charting the history of the group I shall examine the aims expressed at its successive stages and how far they were realised and try to draw out themes and issues significant for this working group and some pointers for the future. To do this I have used the programmes and abstracts from conferences plus my own copious notes taken at these (including on papers subsequently unpublished as far as I know), publications in *Paedagogica Historica* and, of course, notes from meetings of the Gender group itself. I realise that my notes might not be reliable so, chiefly, I have kept to the published sources.

ISCHE SWG on Gender

An earlier gender group had fizzled out so Geoffrey Giles reconstituted it and in 1994 the new group met in Amsterdam. [PPT2 Programme] The 16 participants all spoke within the conference theme of ‘Education and Cultural Transfer’ and met within the normal times of the conference. In future years, as an SWG, our sessions were generally before the conference proper started so, although we always wished our sessions to be open to all, in reality not everyone had the opportunity to attend. Generally too our papers were not considered for the conference issue of *Paedagogica Historica*, although in the first year that was not so as those of Caroline Bowden and Geoffrey Giles were published.[[1]](#footnote-1)

What were the aims formed at this first meeting? At a time when both women’s and gender history were becoming recognised as significant categories of history in some countries (albeit never without difficulties), we wished to demonstrate the importance of gender issues in history of education. We took gender to be about the meanings attributed to ‘woman’ and ‘man’, ‘feminine’ and ‘masculine’ in any time and place and how these impacted on the way different individuals and groups were treated in life and education. We welcomed papers on masculinity, but in reality, apart from Geoffrey Giles and a few others, this aspect was mostly dealt with in discussions which naturally arose from papers about women’s history. This is where our focus has mostly been since most members of the group have come to gender issues through this and have been eager to explore the history of those so often ignored in history.

It was through Geoffrey that we also achieved another aim – that of making gender and history of education a presence at the International Congress of Historical Sciences (known as ICHS or CISH), a large gathering of historians of all sorts who meet in different interantional cities, once every five years. In 1995 the Gender group - 18 of us, including some who, before and after, were not generally attenders of gender sessions – had a whole day at the CISH conference in Montreal after the main conference had ended. [PPT3 Montreal] We were not a constituent part of the Congress since ISCHE was not then affiliated to it, but we attracted a large and attentive audience. Geoffrey photocopied our papers and produced them as a book for the participants.[[2]](#footnote-2) [PPT4 Montreal book cover]. We also had a Gender group meeting in Berlin at the ISCHE conference on The History of Educational studies a month later and then one the following year at Kraków on Schooling in Changing Societies where Geoffrey once again made a photocopied book.[[3]](#footnote-3) [PPT5 Kraków]

Some papers on gender did appear in *Paedagogica Historica*  in these years. Those arising from ISCHE conferences were often from other sessions than those of the SWG . For example [PPT6 *Paedagogica Historica*, Supplementary Series II (1996) on ‘Education and Cultural Transmission’ (1994 Amsterdam], published papers on the family, a theme which lends itself to gender issues (once, of course, historians are more aware of these; an article on youth movements in this edition only mentions boys).

Another aspect of the Gender group meetings which I particularly enjoyed was the way regular attenders could perceive individual authors developing their ideas. This was especially so with those core members whose presentations to their international audience year by year demonstrated how their research was progressing. [PPT7 Gender meeting, Krakow] Annemieke van Drenth’s work on caring power, Mineke van Essen’s on women teachers and the secondary education of girls in the Netherlands and Tony Mangan’s and Fan Hong’s on Chinese women and emancipation are ones I particularly recall from these years.

We appeared to be flourishing, indeed, but as a group we were increasingly wishing to be integrated into the ISCHE conferences, rather than remain on the periphery. Part of my platform when I was elected onto the excutive in 1997 at the conference in Dublin was to have our sessions on the main programme. In that year we had a successful Gender meeting on the opening day before the conference started properly [PPT8 Dublin SWG] but thereafter we met within the conference, having several gender sessions on different days, as can be seen from the Leuven programme of 1998. [PPT9 Leuven SWG] This was true too in Sydney, Australia in 1999 [PPT10 Sydney SWG] where many of the group spoke in the various sessions on gender and class (N.B. 6 of the papers under this heading were not on gender), while others spoke under other headings, for example my paper came under colonialism. Generally this conference much illustrated how issues of gender and ethnicity interrelate. Some of us also stayed on for the ANZHES conference where Kay Morris Matthews, Joyce Goodman, Majorie Theobald and myself had a panel discussion on the *History of Women’s Education and Gender in Education* and five of the other 18 papers were on gender topics.[[4]](#footnote-4)

We continued in this way for a number of years – at Alcala in 2000, Birmingham 2001, Paris 2002, Brazil 2003, Geneva 2004.At each conference there were both gender sessions and gender papers in other sessions, while the SWG met for an hour at some point to discuss progress. In these years , James Albisetti, Nelleke Bakker, Consuelo Flecha Garcia, Joyce Goodman, Christine Mayer, Elizabeth Smyth and Kay Whitehead were among the regular contributors.[[5]](#footnote-5) At Paris not only was there Simonetta Soldani’s keynote on the secondary education of girls in unified Italy[[6]](#footnote-6) but [PPT11 Paris book] a plethora of papers on women teachers led to a publication of 6 of the 15 papers on gender, edited by Rebecca Rogers and Mineke van Essen and published by the Institut National de Recherche Pédagogique, a first for them on gender and educational history as Rebecca proudly claimed.[[7]](#footnote-7) There had been previous keynotes on women’s history and gender – Majorie Theobald in Sydney, Kate Rousmaniere and Carolyn Steedman [Jemima’s Story: Child, Class and the City] in Birmingham[[8]](#footnote-8) and, in 2000, the Gender Group once again represented ISCHE at the CISH conference, this time even appearing on the main programme[[9]](#footnote-9) [PPT12 Oslo, 2000, apologies for my notes on this], so it appeared to be doing well.

Furthermore publications in *Paedagogica Historica*  were increasing, although, equally, it is interesting how many issues there are, even those with special editions, where gender is not tackled. The 1998 conference on the visual on education only published one paper in 2000- Malcolm Vick’s on ‘What does a Teacher look like?’[[10]](#footnote-10) which even briefly touched on gender but it had a full gender meeting and papers. Some ISCHE papers were implicitly on gender such as that by Nelleke Bakker in 1998[[11]](#footnote-11) on child-rearing advice in the Netherlands. Papers that deal with women have at least to touch on gender issues because their experiences would be different from the established norm; e.g. Willie Hendersen writing about Millicent Fawcett and other female writers on political economy had to discuss the hostility of some male political economist writers towards their popular works and why Millicent’s approach was different.[[12]](#footnote-12) Papers on boys often do not address gender. Perhaps, however, some of the papers I’ve included because they are about girls’ education do not really do so either.

Publications grew especially from conferences once the Gender group‘s papers were integrated into them, as is evidenced by the 5 gender papers in the 2001 first issue which came from the Sydney conference on ‘Education and Ethnicity’ of 1999.[[13]](#footnote-13) [PPT13] The Birmingham conference of 2001 was similar.[[14]](#footnote-14) It must be noted that conference organisers choose the theme in the first place and choose which papers should go in. Editors of special and themed issues can be significant too.

Generally, between 1998 and 2007, gender papers were given within the main conference, not in separate SWGG meetings, the panels organized by the convenor in liaison with the conference organizers for that year. Geoffrey Giles the first convenor increasingly could not attend because of work commitments, so I deputised for him as I did when his successor Mineke van Essen could not attend.

By 2005 the gender group felt secure in thinking it had achieved its aims. ISCHE had now affiliated to CISH so when this met in Sydney in 2005 for the first time ISCHE was part of it and the gender papers were part of the ISCHE conference on ‘Borders and Boundaries’ [PPT14] running within the larger conference. Australia as usual proved fruitful for the SWG with 4 papers published in *PH*. The SWG therefore decided that we no longer needed to meet as a specific group and so disbanded. The following year at Umea, however, although there were 12 papers on gender and more notice generally was being taken in papers on other issues of the differing experiences of males and females,[[15]](#footnote-15) great dissatisfaction was expressed when there was no gender group meeting and we decided to propose re-establishing the group the following year on the new lines laid down for SWGs. Thus at Hamburg we applied to form a new SWGG [PPT15 Proposal to re-establish a SWG on Gender at Hamburg, 2007]. We spoke of how we believed that since 1994 we had gradually integrated into ISCHE and made the concept of gender accepted as significant in the history of education. We mentioned our success particularly in representing ISCHE twice at CISH and how since we disbanded in 2005 we had monitored how gender progressed without the SWGG meeting,subsequently deciding to reconstitute the group under the new criteria for SWGs. We spelt out our aim [PPT16] of producing an edited book demonstrating at an international level the significance of gender as an organizing concept within history of education. All articles in the book were to be selected from papers given at ISCHE conferences in the years from 2008-10 with annual discussions on progress at the SWGG meetings and gender panels specifically addressing the themes of the book to be organized for the CISH conference which it hoped would have the historical dimensions of gender and education as a specialized theme.

Our proposal was accepted and the SWGG reconstituted with Mineke van Essen and myself as coordinators. In 2010 Mineke resigned and was replaced by Christine Mayer, In 2011 I resigned and was replaced by Adelina Arredondo. Despite us making detailed plans in 2008 at Newark and calling for contributors, the book proved to be impossibility, not least because of the pressure for researchers to publish in refereed journals rather than edited books, but we did achieve a presence at CISH in Amsterdam in 2010. We proposed a theme on Gender and Education [PPT17 Proposal for a Gender and Education panel] and this was eventually accepted by the conference organizers as a theme for a joint panel with the International Society for History Didactics, with Mineke and myself chairing and Professor Bärbel Kuhn as respondent. In the end it turned out that the speakers from history Didactics did not give papers, although one gave a short extempore address and we had five speakers from the Gender group – James Albisetti, Joyce Goodman, Christine Mayer, Rebecca Rogers and Kay Whitehead. [PPT18&19 From a very well received and attended session at CISH in 2010 we negotiated a themed issue of *Paedagogica Historica* [PPT20] with all of the speakers contributing except Christine who chose to publish separately. In our short preface to this Mineke and I as editors commented thus – [PPT21 Mineke and Ruth][[16]](#footnote-16)

We also succeeded in other ways. Our presence at conferences has increased as was shown at successively at Hamburg itself, Newark, Utrecht (because of having cancer the only one I’ve missed), Amsterdam, including CISH and Mexico.[[17]](#footnote-17) In addition, there has been one keynote on gender in four of the last five years, Joyce Goodman in Newark, Thérèse Hamel in Utrecht, myself in Mexico and Barnita Bagchi in 2012.[[18]](#footnote-18) Out of 13 prizes awarded to the best papers of new students at conferences since 1998, 6 have been on gender: Tanya Fitzgerald in 1999 (published 2001); Stephanie Spencer in 2001 (2003); Christine de Bellaigue in 2002 (2004); Helen Proctor in 2005 (2007); Sian Roberts in 2007 (2009); Amy Palmer in 2009 (2011).[[19]](#footnote-19) [PPT22]The field appears to be strong and growing stronger, especially with more papers coming from outside Europe and the ‘western’ world.

This expanding activity can be seen in the great increase of gender papers in *Paedagogica Historica*. The themed issue [PPT] specifically on gender edited by Annemieke van Drenth, ‘Gender and Politics in the History of Education in 2008, [[20]](#footnote-20)a collection of articles exploring the concepts of gender script, habitus and field, is an excellent example of this. Some themes are obvious sites for gender discussion such as coeducation on which Jim Albisetti has spoken often (e.g. 1999 and 2001), and patriarchy on which, for example, Heikki Lempa was published in 2006.[[21]](#footnote-21)

Conclusions

So what has a gender dimension in history of education added or revised? Gender has become a much more accepted part of our historical discussion or, at least the acknowledgement of experiences of women in education has, in conference and *Paedagogica Historica* papers. As Christine Mayer noted in 1998, when “gender” is included as a structural category in the frame of research, it leads to new perspectives regarding any development.’[[22]](#footnote-22) Papers given at ISCHE have become increasingly good at revealing the gender aspects of topics where this was previously mostly disregarded, for example, those of empire, imperialism, colonialism and racism. The special issue of *Paedagogica Historica* on ‘“Empires Overseas” and “Empires at Home” in 2009[PPT24] had 3 such articles out of 7.[[23]](#footnote-23) In *PH* 40/6, 2004 Pierre Masandi illustrated how the civilisation project and gendered attitudes could conflict as, for example, in Belgian Congo, while Roland Sintos Coloma in April this year examined colonial encounters of gender, race and sexuality in the US and the Philippines in the early 1900s.[[24]](#footnote-24)

Gender papers have been leaders in exploring methodologies such as biography, autobiography and networks. In Annemieke van Drendth’s special issue in 2008, [PPT25] mentioned above, a biographical approach permeates the whole volume but the authors, Annemieke, Mineke van Essen, Jane Martin and Joyce Goodman portray women in the field not as heroines.[[25]](#footnote-25) In line with the keynote of Kate Roumaniere on Margaret Haley in Birmingham in 2001,[[26]](#footnote-26) gender scholars remind us of the complexity of multipositionality, with women having overlapping and sometimes conflicting identities. They use biography to talk not just of equal access to education but of the quality of it, to highlight the nuances of experience and break down stereotypes and to demonstrate what policies and structures meant in practice. In uncovering the experiences of female pupils, students, teachers, principals and administrators, they reveal the full gendered context of education, often shedding welcome light on local history and working-class experience too, although, because the middles classes tend to leave more records, such work can further skew studies towards literate and articulate. Christine Mayer, [PPT26] for example however, has long examined the education of poor girls in Hamburg**.[[27]](#footnote-27)** The importance of class and of occupation has been increasingly recognised, e.g. see Luis Correia on literacy in Porto in Portugal in the late nineteenth century.[[28]](#footnote-28)

Joyce Goodman [PPT27] Christa Kersting and Siân Robertshave been particularly good on discussing networks, internationalism and transnationalism and introducing new ways of using sources.[[29]](#footnote-29) So hasKay Whitehead, who has also discussed gender in topics which lend themselves readily to gender issues, for instance, both teachers and kindergarten education.[[30]](#footnote-30) Religion has been another field fruitful for gender studies as papers on Irish, Dutch and French education have particularly shown. *Paedagogica Historica* 2011 [PPT28] has one from Ireland by Deidre Raftery and one from Germany by Andreas Rutz as well as two other gender articles.[[31]](#footnote-31) Despina Stratigakos’ paper on women’s architecture education in Germany, using an individual story to put a face on government policy, is an interesting example of the many analyses of how women gained access to male bastions and the human effort involved behind ‘firsts’ in history.[[32]](#footnote-32)

Some issues have been implicitly on gender issues: for example, the special issue [PPT29] on the role of domestic personnel in children’s upbringing and education edited by Patrizia Delpiano and Raffaella Sarti in 2007.[[33]](#footnote-33) This includes discussions on wet nurses, servants as educators, tutors and governesses, nursemaids and domestic workers and the whole issue of servants and the transmission of knowledge both ways. Similarly, a special issue on the ‘Politics of Child Care in Historical Perspective’ edited by Véronique Pache Huber and Véronique Dasen, has 23 articles in which gender is implicit throughout.[[34]](#footnote-34) Our continuity is illustrated by comparing the 1994 conference in Amsterdam. [PPT30]

Issues of health, mental and physical often include implicit gender issues, although some openly discuss this, for example Annemieke van Drenth and Mineke van Essen in their article on ‘Dutch Special Education Schools for Children with Learning Disabilities in the Interwar Period’.[[35]](#footnote-35) The theme of ‘Discourses of Masturbation’ with articles by Lesley A. Hall, Michael Stolberg and Franz X. Elder is implicitly is on a gendered issue as is Bernardo Rodriguez’ article on the making of ‘public’ schoolboys.[[36]](#footnote-36) Other papers, while not talking specifically about gender issues, raise the different treatment meted out to boys and girls as does Patrick Ryan writing on ‘Individual Intelligence, Race and Foster Children in Cleveland, Ohio between the World Wars’.[[37]](#footnote-37)

In noting gender articles I have tried to keep to those who mention the issues but I both may have missed some and included others which are fascinating on women’s history but with little about gender issues, for example Maria Iolanda Monteiro and Belmira Oliveira Bueno on Brazilian literacy teachers and Kaisa Vehkalati on letter-writings in Finnish Reform School Education.[[38]](#footnote-38) Indeed, some otherwise excellent and thought-provoking articles or set of articles have little to say on gender, although their titles might suggest they would, including, for instance, the special edition in 2010 on ‘Education and Latin American Independence’.[[39]](#footnote-39) This might be, of course, because Spanish and Portuguese speakers who write on gender, like those in other countries, prefer to publish elsewhere. Equally, I have tracked a number of papers heard at ISCHE to other English language journals, especially *History of Education.*[[40]](#footnote-40)

Perhaps the SWGG misses opportunities too: for example, the special issue on networks in April 2007 has nothing on gender, although many of our papers have had much to say about networks and their significance. Perhaps more notice should be taken of what other networks are doing.

Nevertheless, the gender group in ISCHE is constantly looking at themes from a different perspective, reworking old ideas, reinterpreting, adding fresh ideas, sources and methods and in so doing have greatly enlarged our understanding of the history of education. Our papers constantly reiterate that to omit women or fail to analyse gender is bad history. Similarly, we point out that even persons of high repute like Foucault can miss out the fundamental issue of the gendering of society. Yet although gender is now an established perspective, it is still often sidelined. The masculine pronoun still predominates and this skews our understanding. We believe that history is perceived differently and, most importantly, more fully through a gender lens and need to dispel the myths of history which say otherwise. How we do this in the future is the fundamental issue for the SWGG. [PPT31 Kate and Kay]

1. See Caroline Bowden, ‘Parental Attitudes towards the Education of Girls in late Sixteenth and early Seventeenth-Century England’, *Paedagogica Historica*, Supplementary Series II (1996): 105-24; Geoffrey Giles, ‘Straight Talk for Nazi Youth. The Attempt to transmit Cultural Norms’, *Paedagogica Historica*, Supplementary Series II (1996): 305-18 [↑](#footnote-ref-1)
2. Geoffrey Giles (ed), *Proceedings of the Meeting of the International Standing Conference for the History of Education at the 18th International Congress of Historical Sciences, Montreal, 2 September, 1995* [↑](#footnote-ref-2)
3. Geoffrey Giles (ed.), *Proceedings of the Meeting of the Standing Working Group on Gender and the History of Education* August 1996, Krakow, Poland, at ISCHE XVIII [↑](#footnote-ref-3)
4. See the ISCHE and ANZHES programmes – Dublin, 1997 (Faiths and Education); Leuven, 1998 (The Visual in the Making of Educational Space through History); Sydney, 1999 (Education and Ethnicity) for these. [↑](#footnote-ref-4)
5. See the ISCHE programmes, Alcala, 2000 (Books in the Educational System; 8 papers), Birmingham 2001 (Urbanisationa and Education; 12), Paris 2002 (Secondary Education; 15), Brazil 2003 (School and Modernity), Geneva 2004 (New Education) for these. [↑](#footnote-ref-5)
6. ISCHE programme Paris, 2002; Simonetta Soldani, ‘S’emparer de l’avenir: les jeunes filles dans les écoles normales et les établissements secondaires de l’Italier unifiée’, *Paedagogica Historica* 40, nos. I-2 (2004): 123-42 [↑](#footnote-ref-6)
7. Mineke van Essen and Rebecca Rogers eds., *Les Enseignantes. Formations, Identités, Représentations XIXᵉ –XX ᵉ Siecles* (Lyon: Institut National de Recherche Pédagogique, 2003). [↑](#footnote-ref-7)
8. Marjorie Theobald, ‘The Afghan Children of Oodnadatta: A Reflection on Gender, Ethnicity and Education in the Interwar Years’, Supplementary Series VII, 37, no.1, *Paedagogica Historica*, (2001): 211-230; Kate Rousmaniere, ‘Being Margaret Haley, Chicago, 1903’, *Paedagogica Historica*, 39, nos. 1-2 (2003): 5-18;see ISCHE programmes for Sydney, 1999 and Birmingham, 2001. [↑](#footnote-ref-8)
9. *Final Programme 19th International Congress of Historical Sciences,* ( Oslo: University of Oslo, 2000), 82 [↑](#footnote-ref-9)
10. Malcolm Vick, ‘What does a Teacher look like?’, *Paedagogica Historica,* 36, no. 1 (2000): 247-63, see 254 [↑](#footnote-ref-10)
11. ‘Child-rearing Literature and the Reception of Individual Psychology in the Netherlands, 1930-1950: The Case of a Calvinist Pedagogue’, *Paedagogica Historica*, Supplementary Series III Part 2 (1998): 583-602 [↑](#footnote-ref-11)
12. Willie Henderson, ‘Millicent Garrett Fawcett’s *Political Economy for Beginners*: An Evaluation’, *Paedagogica Historica*, 40, no. 4 (2004): 435-53 [↑](#footnote-ref-12)
13. *PH* Supplementary Series VII, 37 no. 1 (2001), editors Geoffrey Sherrington and Craig Campbell [↑](#footnote-ref-13)
14. *PH* 39, nos. 1&2, (2003), editors Ian Grosvenor and Ruth Watts [↑](#footnote-ref-14)
15. See Umea ‘Technologies of the Word; Literacies in the History of Education’ Abstract Book, 2006 [↑](#footnote-ref-15)
16. Mineke van Essen and Ruth Watts, ‘Editorial’; Bärbel Kuhn, ‘Gender and Education’; James Albisetti, ‘The Empress Frederick and Female Education in the Late Nineteenth Century: Germany, England, and Italy’; Joyce Goodman, ‘Women, Education and Intellectual Co-operation in the Inter-war Period’; Rebecca Rogers, ‘Language Learning versus Vocational Training: French, Arab and British Voices speak about Indigenous Girls’ Education in Nineteenth Century Colonial Algeria’; Kay Whitehead, "Transnational Connections in early Twentieth Century: Women Teachers' Work**",** *Paedagogica Historica* 48, no. 3 (2012): 335-390; Christine Mayer, ‘Female Education and the Cultural Transfer of Pedagogical Knowledge in the Eighteenth Century’, *Paedagogica Historica* 48, no. 4 (2012): 511-26 [↑](#footnote-ref-16)
17. Hamburg (Children and Youth at Risk), 20; Newark (Education and inequality; Historical Approaches to Schooling and Social Stratification), 16 in five gender sessions plus others; Utrecht (The History of Popular Education), 4 gender sessions each with 3 papers plus 7 papers definitely on gender or women’s history in 7 other sessions ranging across various types of education and historical topics; Amsterdam (Discoveries of Childhood in History), 6 in a gender panel, plus at least 5 others and CISH and Mexico (State, Education and Society: New Perspectives on an Old Debate), 2 gender sessions each with 4 papers, at least 10 other ones in other sessions and many papers on teachers and teaching. [↑](#footnote-ref-17)
18. See ISCHE programmes for Hamburg (Children at Risk, 2007), Newark (Education and Inequality, 2008), Utrecht (The History of Popular Education, 2009), Amsterdam (Discoveries of Childhood, 2010) and Mexico (State, Education and Society, 2011) [↑](#footnote-ref-18)
19. Tanya Fitzgerald, ‘Jumping the Fences: Maori Women’s Resistance to Missionary Schooling in Northern New Zealand 1823-1835’, *Paedagogica Historica*, Supplementary Series VII, 37, no.1, (2001): 175-92; Stephanie Spencer, ‘Schoolgirl to Career Girl. The City as Educative Space’, *Paedagogica Historica*, 39, nos. 1-2 (2003): 121-34; Christine de Bellaigue, ‘Behind the School Walls: the School Community in French and English Boarding Schools for Girls, 1810-1867’, *Paedagogica Historica* 40, nos. I-2 (2004): 106-21; Helen Proctor, ‘Gender and Merit: Coeducation and the Construction of a Meritocratic Educational Ladder in New South Wales, 1880-1912’, 43, no. 1 (2007): 119-34; Siân Roberts, ‘Exhibiting Children at risk: Child Art, International Exhibitions and Save the Children Fund in Vienna, 1919-1923’, *Paedagogica Historica*, 45, nos. 1&2 (2009): 171-90; Amy Palmer, ‘Nursery Schools for the Few or the Many? Childhood, Education and the State in mid-Twentieth –century England’, *Paedagogica Historica*, 47, nos. 1&2 (2011): 139-54 [↑](#footnote-ref-19)
20. Annemieke van Drenth, ed., ‘Gender and Politics in the History of Education’, *Paedagogica Historica* 44, no.4 (2008) [↑](#footnote-ref-20)
21. James C. Albisetti, ‘Catholics and Coeducation: Rhetoric and Reality in Europe before *Divini Illius Magistri*’, *Paedagogica Historica*, 35, Issue 3 (1999): 666-696; James Albisetti, ‘European Perceptions of American Coeducation, 1865-1914: Ethnicity, religion and culture’, *Paedagogica Historica*, Supplementary Series VII, 37, no. 1 (2001): 123-38;Heikki Lempa, ‘Patriarchalism and Meritocracy: Evaluating Students in late Eighteenth-Century Schnepfenthal’, *Paedagogica Historica* 42, no. 6 (2006): 727-49 [↑](#footnote-ref-21)
22. Christine Mayer, ‘Social Change and Educational Reform Illustrated by the Development of the School of Industry in Hamburg, 1788-1811’, *Paedagogica Historica*, Supplementary Series IV (1998): 88-104 (Abs, 89) [↑](#footnote-ref-22)
23. ‘“Empires Overseas” and “Empires at Home”: Postcolonial and Transnational Perspectives on Social Change in the History of Education’, *Paedagogica Historica* 45, no.6 (2009) [↑](#footnote-ref-23)
24. Pierre Kita Masandi, ‘L’Éducation Féminine au Congo Belge’, *Paedagogica Historica*, 40, no. 4 (2004): 479-97; Roland Sintos Coloma, ‘White Gazes, Brown Breasts: Imperial Feminism and Disciplining Desires and Bodies in Colonial Encounters’, *Paedagogica Historica*, 48, no. 2 (2012):, 243-61 [↑](#footnote-ref-24)
25. Annemieke van Drenth, ‘Contested Scripts: an Introduction’, *Paedagogica Historica* 44, no.4 (2008):369-77; Annemieke van Drenth & Mineke van Essen, ‘The Ambiguity of Professing Gender: Women Educationists and New Education in the Netherlands (1890-1940), 379-96; Jane Martin, ‘Engendering city Politics and Educational Thought: Elite Women and the London Labour Party, 1914-1965’, 397-413; Joyce Goodman, ‘Conservative Woman or Woman Conservative? Complicating Accounts of women’s Educational Leadership, 415-28 [↑](#footnote-ref-25)
26. Kate Roumaniere, Kate Rousmaniere, ‘Being Margaret Haley, Chicago, 1903’, *Paedagogica Historica*, 39, nos. 1-2 (2003): 5-18 [↑](#footnote-ref-26)
27. E.g. Christine Mayer, 'Poverty, education and gender: pedagogic transformations in the schools for the poor (Armenschulwesen) in Hamburg, 1788-1871', *Paedagogica Historica*, 47, nos. 1&2 (2011): 91-107 [↑](#footnote-ref-27)
28. Luis Grosso Correia, ‘Social Patters of Literacy in the City of Porto at the End of the Nineteenth Century’, *Paedagogica Historica*, 44, nos. 1&2 (2008): 83-105 [↑](#footnote-ref-28)
29. Joyce Goodman, ‘Working for Change across International Borders: the Association of Headmistresses and Education for International Citizenship’, *Paedagogica Historica*, 43, no. 1 (2007): 165-80; Christa Kersting, ‘Weibliche Bildung and Bildungspolitik: das International Council of Women und seine Kongresse in Chicago (1893), London (1899) und Berlin (1904), *Paedagogica Historica* 44, no.4 (2008): 327-46Sian Roberts, ‘Exhibiting Children at risk: Child Art, International Exhibitions and Save the Children Fund in Vienna, 1919-1923’, *Paedagogica Historica*, 45, nos. 1&2 (2009): 171-90; Siân Roberts, ‘”I promised them that I would tell England about them”: a woman teacher activist’s life in popular humanitarian education’, *Paedagogica Historica*, 47, nos.1&2 (2011), 155-72 [↑](#footnote-ref-29)
30. Whitehead, ‘Transnational Connections’; Kay Whitehead and Judith Peppard, ‘Transnational Innovations, Local Conditions and Disruptive Teachers and Students in Interwar Education’, *Paedagogica Historica*, 42, nos. 1&2 (2006): 177-89 and Kay Whitehead, ’”A Decided Disadvantage for the Kindergarten Students to Mix with the State Teachers”’, *Paedagogica Historica*, 46, nos. 1&2 (2010): 85-97 [↑](#footnote-ref-30)
31. Andreas Rutz, ‘Elementary Education and the Practices of Literacy in Catholic Girls’ Schools in Early Modern Germany’, *Paedagogica Historica*, 48, no. 2 (2012): 283-98;Deidre Raftery, ‘The “Mission” of Nuns in Female Education in Ireland, c.1850-1950’, *Paedagogica Historica*, 48, no. 2 (2012): 299-313; Sue Middleton, ‘Putting Sylvia in her Place: History, Geographical Theory and the “New” Education’, *Paedagogica Historica*, 48, no. 2 (2012): 263-82 [↑](#footnote-ref-31)
32. Despina Stratigakos, ‘”I Myself Want to Build”: Women, Architectural Education and the integration of Germany’s Technical Colleges’, *Paedagogica Historica* 43, no.4 (2007): 727-56 [↑](#footnote-ref-32)
33. Patrizia Delpiano and Raffaella Sarti, eds., Servants, Domestic Servants and Children, the Role of Domestic Personnel in the Upbringing and Education of the Master’s and Employer’s Children from the Sixteenth to the Twenty-First Centuries, *Paedagogica Historica* 43, no.4 (2007) [↑](#footnote-ref-33)
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