

Call for Papers: SWG *Notre tout puissant Empire du milieu*: histories of secondary education

Deadline: January 31, 2024

***Notre tout puissant Empire du milieu*: histories of secondary education**

Influenced by Plato and Isocrates, among many other philosophers, secondary education was conceived for many centuries as second-rate education behind university, with which it shared the same principles and values of knowledge, culture, and intervention in public life, central to the education of the male social elite. This conception of secondary education connected to the university model lasted with greater vitality until the early nineteenth century, despite some changes over time. For example, the late Middle Ages reshaped the ‘seven liberal arts’ (the ‘trivium’ of grammar, rhetoric, and dialectic, and the ‘quadrivium’ of geometry, arithmetic, astronomy, and music); from the sixteenth century onwards, ‘modern subjects’ (e.g., mathematics, natural sciences, vernacular languages) were integrated in this level of schooling by philosophers of the Renaissance Humanism and the Society of Jesus.

This SWG intends to examine secondary education (or, according to Lucien Febvre, “*notre tout puissant Empire du milieu*”, 1939) in terms of specific historical contexts: its social and political mission, formative goals, curriculum organization, subjects taught, teaching methods, material structure and culture, teacher training, adolescence and youth supervision, among other issues. The topic demands attention for many reasons. Secondary education has been seen socially as “the survival of a conception of culture formulated when education was the right and possession of a few people” (Isaac L. Kandel, 1926), a situation that has completely changed. Also, bearing in mind the diversity of syllabi or educational tracks that were developed in Western countries from the mid-19th century onwards, the relations established with new forms of social, economic, and labour organization require revision. Finally, given its intermediate position, the connection with primary education output and higher education input derived from continuously increasing the years of compulsory education over the past century, has also changed secondary education into “basic” education leading to successive reforms during the twentieth century. All these transformations require historical systematization and conceptual analysis.

Call for Papers for ISCHE 45 in Natal

For the upcoming ISCHE conference this SWG welcomes papers in two sections. The proposals may either address one or the other:

Section 1: Historical studies on secondary education (including transversal approaches)

- History, circulation of discourses, and practices that shaped secondary education.
- Curriculum organization, tracks, teaching methods, assessment, and outcomes.
- Students, adolescence, and identity.
- Teachers, teacher education, and professional development.
- Social class, gender, ethnicity, equity, and empowerment.
- School types, facilities, and material culture.

Section 2: Secondary education between 1945-1975

- Secondary education reforms
- Secondary education expansion, the role of secondary education in compulsory schooling, and the relations with other education levels
- Educational policies, international organizations and (comparative) perspectives related to secondary education.

Submission process

Proposals should be no longer than 500 words, excluding key-words and bibliography. The deadline for submission of papers to the SWG is January 31, 2023.

Please submit your proposal through the ISCHE electronic submission system by selecting the respective SWG in the Abstracts area.

Participants will be informed by March 20, 2023.

Convenors:

Luís Grosso Correia, Universidade do Porto, Portugal

Antonio Canales Serrano, Universidad Complutense de Madrid, Spain

Felicitas Acosta, Universidad Nacional de General Sarmiento, Argentina