

# PROGRAM, CONCEPT & ABSTRACTS

## Standing Working Group Mapping the Discipline History of Education

ISCHE Istanbul 2015 - Eckhardt Fuchs, Rita Hofstetter, Emmanuelle Picard

Thursday (25th June) Morning and Afternoon

**General Introduction to the SWG sessions** *Eckhardt Fuchs, Rita Hofstetter, Emmanuelle Picard*

**PANEL 1: Historiography in specific cultural, regional or national contexts** (included break)

Each speaker has 15 minutes for presentation in order to have time for collective discussion

**Chair and discussant: Joëlle Droux & Alexandre Fontaine**

1. *The contribution of Italian historiography to the history of education: characteristics, features and trends between the XX and XXI century.*  
Gianfranco Bandini, University of Florence, Italy
2. *Mapping the History of Education as a Study Subject: Experience of Post-Socialist Countries in Europe*  
Iveta Kestere and Iveta Ozola, University of Latvia
3. *The changing status of history of education in Hungary from 1990 to 2015*  
Attila Nóbik, University of Szeged, Hungary
4. *«O campo da História da Educação no Quebec e no Brasil: buscando similaridades»*  
Thérèse Hamel, Université Laval (Quebec)/Marisa Bittar (Universidade Federal de São Carlos/Brazil)
5. *History of education in the Middle East*  
Chantal Verdeil (INALCO, Paris)

**ROUNDTABLE : Institutions of the Field: Discussing scientific journals on History of Education**

Each speaker has 7-10 minutes for a preliminary presentation; then there is a dialogue between the speakers and the participants of SWG.

**Chair and discussant: Antonella Cagnolati & Eckhardt Fuchs**

1. *History of Education* (UK). M. Freeman (Institute of Education, London):
2. *The Nordic Journal of Educational History* (Sweden). B. Norlin (University of Umeå)
3. *History of Education and Children's Literature* (Italy). R. Sani (University of Macerata)
4. *Espacio, Tiempo y Educación* (Spain). J.L. Hernández Huerta (University of Valladolid); A. Cagnolati (University of Foggia); A. Diestro Fernández (UNED)
5. *Themata Istorias tis Ekpaidefsis*. K. Dalakoura (University of Crete)
6. *História da Educação/ASPHE*. M. H. Camara Bastos (PPGE-PUCRS Porto Alegre/RS – Brasil)

**PANEL 2 : Collecting and Harmonizing Data about the Field**

Each speaker has 15 minutes for presentation in order to have time for collective discussion

**Chair and discussant: Emmanuelle Picard & Solenn Huitric**

1. *Mapping Italian doctoral Theses in History of Education First Data and Results*  
Lucia Cappelli, University of Florence, Italia
2. *Portuguese Production Balance in History of education : the example of Doctoral Theses (2005-2014)* Joaquim Pintassilgo & Carlos Beato, University of Lisbon
3. *Mapping the discipline history of éducation without map ?*  
Mathias Gardet, Paris 8, Vincennes-Saint-Denis, France

**Conclusion and Perspectives**

- Reflection on the methodological framework for unified database Emmanuelle Picard (Lyon)
- Synthesis and agenda for future collective work, networks, Ische 2016, 2017...

## CONCEPT & ABSTRACTS

### Standing Working Group Mapping the Discipline History of Education

ISCHE Istanbul 2015 – Organisation: Eckhardt Fuchs, Rita Hofstetter, Emmanuelle Picard

**CONCEPT** (see: <http://kartografy.wordpress.com/about/>).

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.

#### **PANEL 1: Historiography in specific cultural, regional or national contexts**

Each speaker has 15 minutes for presentation in order to have time for collective discussion

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Thérèse Hamel, Université Laval (Quebec)/Marisa Bittar (Universidade Federal de São Carlos/Brazil)
5. *Histoire de l'éducation au Moyen-Orient (Turquie et monde arabe)*  
Chantal Verdeil, INALCO, Paris

1. *The contribution of Italian historiography to the history of education: characteristics, features and trends between the XX and XXI century.*  
**Gianfranco Bandini, University of Florence, Italy**

In the early eighties of the twentieth century the history of Italian education began to show an estrangement from the philosophical tradition and from the history of ideas. However, it was only in the two decades between the twentieth and twenty-first century that it acquired characteristics which were significantly different from the previous period. The historiographical discontinuity can be usefully studied taking into account many aspects. First you have to indicate changes in the research contents, more sensitive to the European context of studies and in particular to

the historiographical tradition of *Annales*: particular thought is given to the research of childhood and family history, to the history of the publishing industry and school materials, to investigations inside the history of women, labour, etc.

Even study methods have changed and scholars have re-elaborated the practices of social and cultural history producing research based on extensive and accurate collections of primary sources as in the case of school textbooks and educational publishing industry. The renewed attention for archival work came together with the research on the new role of sources in the digital environment and the possibility of building a digital historiography.

We must also not forget that Italian scholars have paid increasing attention to the international scenario: they have done this by including broader issues of national educational history and by participating in conferences and international work groups. A significant example of this new trend was the launch in 2006 of the journal "History of Education & Children's Literature" (recently included in the ISI-Thomson Reuters classification): for the first time in the history of Italian historic-educational publishing this journal adopted an approach clearly aimed at a global audience, both for the topics chosen and for the high number of contributions in foreign languages (especially in English).

This paper aims to draw the basic outlines of this evolution, briefly described here, starting from a fundamental, but so far non-existent investigative tool: the construction of a large retrospective bibliography of the history of education in Italy (from 1990 to 2014) which includes the work of all specialists in the history of education. They belong, of course, in different subject areas because the history of education lies at the crossroads of various research approaches. This will allow me to demonstrate a combination of research that only sporadically has been introduced to a non-Italian audience, even though it contains many interesting elements, in-depth analysis and methodological precision.

## **2. *Mapping the History of Education as a Study Subject: Experience of Post-Socialist Countries in Europe, Iveta Kestere and Iveta Ozola, University of Latvia***

The collapse of the USSR and resulting democratic changes in the former Warsaw Bloc countries resulted in a renewed interest in local research of each country's history, including the history of education. For example, in the 25 years since Latvia regained its independence, three times as many dissertations have been defended in the field of education (pedagogy) history as had been in the previous 46 years of Soviet dictatorship.

The interest in history is due to several factors, including the removal of censorship and accessibility of documents that had previously been severely restricted for political reasons. This fresh information logically resulted in the rewriting of history and rapid development of new knowledge. New topics, new research methods and new opportunities for cooperation (access to international contacts, organizations, literature and journals) were also reflected in higher education programs where the "new" history of education became firmly entrenched. However, if at the beginning all the post-socialist nations had one starting point, the following years brought a variety of differences into the field of the history of education, the roots of which are worth individual research.

Our research goals are to analyze and compare the current situation in post-socialist countries, thereby expanding the boundaries of research in the history of education by making more visible that part of Europe that had, up until recently, been hidden behind the Iron Curtain.

Currently, we have compiled information on History of Education courses in the Baltic States, Bulgaria, Hungary, Poland, Serbia, Slovenia and Montenegro. We have data on course titles, education level (bachelor, master, doctoral), credit points, language of instruction, syllabus and instructors. We plan to supplement both the list of countries researched, as well as information sources (such as education programs).

The data researched to date reveal the inclusion of the history of education as an aspect of cultural history, which can be seen in the titles assigned to the courses, with a few exceptions in the history of childhood and adult education history. The history of education is primarily taught in bachelor level programs, less frequently in master level programs, and only a few countries include it at the doctoral level. Most of the staff teaching the history of education are professors. Current practice raises several issues about the history of education as a field of study – both learning and teaching. Most notably, how effective (or non-effective) is the consecutive nature of this field of study, and which criteria should be fulfilled in order to teach the history of education in universities.

### 3. *The changing status of history of education in Hungary from 1990 to 2015*

Attila Nóbik, University of Szeged, Hungary

My presentation aims at analyzing the changing status of history of education in Hungary from 1990 to 2015. It deals with three related topics: the continuities and discontinuities of historical research in education in Hungary, the changing academic/personal background of the historiography of education and the current situation of historiography of education in Hungary.

There has been a vigorous upswing since the 1960s in the international researches on history of education. The changes occurred because of the changes in the historic researches. Due to the general skepticism toward the traditional historiography the historians of education were motivated to review the theory and the practice of the traditional history of education. Debates in the international community were not just on the methodological challenges, but mainly on the changing role of the history of education and the historians of education. While the last decades are regarded successful for the researches, the importance of the subject in the teacher training has declined. The collapse of the socialism in Hungary promised new opportunities for historians of education. As early as 1992 a conference was held on the renewal of the Hungarian historiography of education. Beside the “old generation” of researchers and authors a new generation of historians of education came on the scene here. Later they became prominent academic figures and textbook-authors. This “change of generations” modernized the content and the methodology of Hungarian historiography of education.

The Hungarian history of education, with some exceptions, was hardly influenced by the debates on the challenges of the post-modern historiography and the different role of the history of education and the historians of education. There has been, however, an enrichment of topics and methodologies in the researches in the last two decades. The enrichment of the topics resulted in the appearance of new fields of research such as the history of childhood, the analysis of the social history of education, the alteration of reform pedagogy’s interpretation, the history of educational sciences, history of women and the history of non-Western education. The content-analysis and the iconography provided the possibility of renewal of methodology.

The tension, however, between the flourishing research and the weakening academic positions of history of education is salient. The latest stage of this weakening is that in many universities the history of education has been expelled from the teacher training. In the last part of the presentation I analyze the reasons of the weakening positions of the history of education in the Hungarian higher education.

### 4. «O campo da História da Educação no Quebec e no Brasil: buscando similaridades»

Thérèse Hamel, Université Laval (Quebec)/Marisa Bittar (Universidade Federal de São Carlos/Brazil)

In order to engage in a Cartography of History of Education as a field of study, one has to take into account the production of the scientific journal published in the area. It is also interesting to see the evolution of the field in different historical contexts. This paper wishes to concentrate in two countries: Brasil and Canada. Inside this vast universe, we will concentrate our study to one journal for every country, each journal being the organ of a scientific association working in the area of History of Education. On the Canadian side, we will study of the *Revue d'histoire de l'éducation/Historical Studies in Education*, published by the *Association canadienne d'histoire de l'éducation/Canadian History of Education Association* (ACHE/CHEA). The association was founded in 1980 and the peer review journal was created in 1988. On the Brazilian side we will concentrate on the production of the journal *Revista Brasileira de História da Educação (RBHE)*, published by the *Sociedade Brasileira de História da Educação (SBHE)* in 1999.

Contrary to others important journal on History of Education, a RBHE was founded at the same time as the SBHE, what shows how the publication in peer reviewed journal became important in the Brazilian universities from the 1990 decade onward. To give an example showing the opposite, the *Associação Nacional de Pós-Graduação e Pesquisa em Educação (ANPED)*, principal association in education in Brasil, was created in 1978 but only founded the journal in 1995. This shows how before the decade of the 1990, the publication of articles in peer reviewed journal wasn't the principal way of dissemination of scientific work in the human sciences in Brasil. The book was the great reference and the principal way of publication.

The *Sociedade Brasileira de História da Educação (SBHE)* seems to be the product of a new context where government politics in the graduated studies were pressuring academics to publish in peer review journal. Our interpretation is that the simultaneous creation of the SBHE and the journal could help to organize this field of study and disseminate its scientific production. Today, the association is one of the most important and the *Revista Brasileira de História da Educação (RBHE)* is now in a consolidated phase. The submission of paper, since the really beginning, was so high

that the journal passed from a semestrial to a quadrisemestrial publication.

We will study 1) the authors of articles; 2) the subject of articles; 3) the indicators of citations done by authors published in the journal under study. From this portrait, we will study the theoretical framework and predominant themes of research in the journal.

On the Canadian side, our point of departure will be the histographical studies done on the field of History of Education in Canada in order to understand the state of the field and to understand the principal themes studied in the area, for the periods covered by these «bilans». Their study covers more books and monographs than articles in peer reviewed journals, books at that period being in history the major way of dissemination of scientific work by the historians of education around the country. This first step is central in order to understand the «focus» of the *Revue d'histoire de l'éducation/ Historical Studies in Education* in the Canadian scientific production. We will secondly understand the role of the *Association canadienne d'histoire de l'éducation/ Canadian History of Education Association* (ACHE/CHEA) in the academic field in order to concentrate our study to the production of the journal following the same steps presented for the Brazilian side. This journal being bilingual (English and French), and organized with two editors for each language, but working together, our portrait will first concentrate on the Francophone production in the journal. Finally, from those two exploratory studies, we will find differences and «similarities» between the two journals, taking into account the two different contexts of the countries under study but also the weight of international tendencies in the academic life and specifically in the field of History of Education. Those seem to direct in a certain way the academic production in this area.

## ***5. History of education in the Middle East***

**Chantal Verdeil, INALCO, Paris**

This contribution focuses on the history of Education in the Ottoman and "post-Ottoman" areas (Balkans, Anatolia, Middle East) from the late eighteenth century to the Independences (1950-1960). History of education in the Middle East has highlighted two major subjects: a lot of scholars consider education as one of the prerogatives of the modern state and a means of consolidation of the nation-states born in the nineteenth and twentieth centuries. They emphasize a top-down approach and some of them favor a nationalist oriented perspective. On the other hand, colonial history considers education as one of the main means of the colonial enterprise. Each of these approaches deals with different educational networks (national vs foreigner or colonial). Thus, they are less contradictory than complementary.

Recent scholars have renewed these approaches thanks to a more global and comparative perspective and/or to a "bottom-up" approach. The educational networks are now addressed in a more social and cultural context. They were considered as shaped by national or colonial policies but also by local actors such as the pupils, their parents or their sponsors... Insofar as religious institutions often provided education, studying education informs on the processes of secularization, and of its extent, within the Ottoman and post-Ottoman space. What does secularization, laicization or religious pluralism concretely mean in this area? Yet, though classroom education was indeed a way of standardizing society, the multiple and alternative networks available, the slow general spread of education and the distinction made between girls and boys requires to clearly point out the many differences between the younger and older generations, between girls and boys and between the different regions of the area. Through the study of education issues, these scholars contribute also to a broader social history of the Balkans, Anatolia and the Near East.

Varied set of factors lay at the heart of this historiographical renewal. The use of the Ottoman archives has given a new impulse to scholar works. The missionaries' sources are also used in a more "bottom-up" perspective, following a post-colonial approach more receptive to the public and the users of the educational network.

This contribution should take part in the second panel and aims to present an overview of the history of education in the Middle East, to explain their recent renewal and suggest new research avenues of this field.

**ROUNDTABLE : Institutions of the Field: Discussing scientific journals on History of Education**  
Each speaker has 7-10 minutes for a preliminary presentation; then there is a dialogue between the speakers and the participants of SWG.

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In recent years models and processes for managing the publishing of scholarly journals have evolved significantly as a result – among other factors – of the impact on the scientific production of technological advances, increased opportunities for exchange and communication between the researchers. Other relevant phenomena to take into consideration are represented by the activities of agencies for evaluating the quality of the research and the channels used for the dissemination of scientific progress.

This *Panel on History of Education Journals* aims at opening an additional space for work, reflection and debate to know the point of view of the editors about the opportunities and challenges the academic journals have before them, and at contributing to the ongoing attempts to develop a mapping of scientific production in the field of History of Education.

Among the various issues that will be the subject of discussion we include: the influence by models of editorial management on the shape and style of the scientific production; the role of social networks for the dissemination of the progress, news and achievements of the journals; the critical review of the formulas currently prevailing in the evaluation of editorial quality; the recognition of the role of editor of a journal for the evaluation of the academic career; the language policy (the editorial choice to adopt only the English language or, on the contrary, accepting contributions in multiple languages); the impact and the presence of the investigations in the field of History of Education in the university curriculum. The abstracts will be focused on the topics of the journals and on the relevant mission of widespreading the discipline in their countries.

**Members and Abstracts of the journals invited:**

- **M. Freeman (Institute of Education, London):** *History of Education* (UK) focuses on the history of education in all parts of the world, and recognized as a key resource for both educationists and social historians alike. The journal publishes original research and major reviews of books in the history of education. Papers dealing with both formal and informal education systems, comparative education, policy-making, the politics and experience of education and pedagogy are welcomed. The journal also includes a section entitled *Sources and Interpretations*, which examines historical sources and debates around their interpretation in research and practice;

- **B. Norlin (University of Umeå):** the *Nordic Journal of Educational History* (Sweden), interdisciplinary e-journal dedicated to scholarly excellence in the field of educational history. Its aim is to provide historians of education conducting research of particular relevance to the Nordic region (Denmark, Finland, Iceland, Norway, Sweden and political and geographic entities including the Faroe Islands, Greenland, Sápmi and Åland) and its educational contexts with a portal for communicating and disseminating their research. The NJEDH is an open access and multilingual journal;

- **R. Sani (University of Macerata)** *History of Education and Children's Literature* (Italy), an international journal aiming at establishing organic links between specialists and research groups operating in different countries within and outside Europe; promoting a profitable confrontation on the methodological and historiographical approach to the issues and problems under study; taking into account the work of institutions in Europe and other continents,

working in the field of documentation and research on the two fronts of the history of education, considered in its broadest sense, and the history of children's literature;

- **J.L. Hernández Huerta (University of Valladolid); A. Cagnolati (University of Foggia); A. Diestro Fernández (UNED)** *Espacio, Tiempo y Educación* (Spain), an open-access journal on the History of Education, open and independent, which accepts original work in a variety of languages; it was originally conceived as a real forum in which Education, in all its forms and modes, in any space and time, could be examined; it is also particularly devoted to geographical areas normally not very enlightened by researches;

- **K. Dalakoura (University of Crete):** *Themata Istorias tis Ekpaidefsis* [Issues in History of Education] is the journal of the Greek Society of Education Historians (GSEH). It publishes original works in Greek language, and rarely in other languages, and welcomes papers on any topic concerning history of education and historical and education research methodologies. It focuses on research with a particular relevance to history of the Greek education, while it includes a section for major reviews of books.

- **Maria Helena Camara Bastos (PPGE-PUCRS Porto Alegre/RS – Brasil)** *História da Educação/ASPHE* has been a unique vehicle to disseminate historiographic studies and also a major source for researchers to consult in this field. Because of this work the journal has been evaluated by the Coordination for the Improvement of the Higher Education Staff /Capes in the Qualis/Periódico it was classified as A2. In 2012/2013 it received financial support from the National Council of Scientific and Technological Development /CNPq and from Capes. Based on this work it can be stated that the articles published have helped hold historiographic discussions, both in relation to the new topics and to subjects of research, documents and categories of analysis.

## **PANEL 2 : Collecting and Harmonizing Data about the Field**

Each speaker has 15 minutes for presentation in order to have time for collective discussion

*Chair and discussant: Emmanuelle Picard and Solenn Huitric*

1. *Mapping Italian doctoral Theses in History of Education First Data and Results*  
Lucia Cappelli, University of Florence, Italia
2. *Portuguese Production Balance in History of education : the example of Doctoral Theses (2005-2014)* Joaquim Pintassilgo & Carlos Beato, University of Lisbon
3. *Mapping the discipline history of éducation without map ?*  
Mathias Gardet, Paris 8, Vincennes-Saint-Denis, France

### **1. Mapping Italian doctoral Theses in History of Education First Data and Results** Lucia Cappelli, University of Florence, Italia

In December 2012, Professor Gianfranco Bandini of the University of Florence, editor in chief of the website C.I.R.S.E. (Centro Italiano della Ricerca Storica-Educativa), which has been active since 1980 in promoting the History of Education in Italy and organizing national conferences and seminars, invited me to create a database of doctoral theses in History of Education defended in Italian Universities since 2003. The list is available on the C.I.R.S.E. website under the heading “Attività-Tesi di Dottorato”.

At the beginning of 2014, over 70 titles were listed. These were retrieved by researching the BNI (Bibliografia Nazionale Italiana-Section “Doctoral Thesis”, updated until 2007), the SISSCO data (Società Italiana per lo Studio della Storia Contemporanea), and the library catalogues of a number of Italian universities (University of Bologna, University “Ca’ Foscari” in Venice, University of Calabria, University of “Roma Tre,” and University of Macerata, which has been very active in this field both nationally and internationally).

The panel will present the above list and its first results. The list will be further implemented by June 2015 with the titles of Ph.D theses in History of Education defended in Italy in 2014. Currently, this inventory is ordered chronologically from 2013 to 2003, and alphabetically (author/title). Each description also includes the name of the Ph.D coordinator, the tutor, the university, the department, and the programme. The list reflects the different sources, some are detailed and complete, others are basic.

Our aim is to increase the current database and to order the content according to the main History of Education research themes and geographic areas (local, national, trans-national). This is a first step towards the creation of a more detailed database to be ideally harmonized with other existing databases (i.e. Emmanuelle Picard, Solenn Huitric, « Recensement des thèses en histoire de l'éducation soutenues depuis 1992 ou en cours ») in order to allow an effective international comparison and to strengthen the network of professors, scholars and Ph.D students of History of Education.

### **2. Portuguese Production Balance in History of education : the example of Doctoral Theses (2005-2014)** Joaquim Pintassilgo & Carlos Beato, University of Lisbon

With this text we intend to broaden and deepen the previous Portuguese production balance in the field of History of Education, using as an example the doctoral theses, whose results were presented at a preliminary workshop regarding ISCHE 2014 and at a round-table in COLUBHE 2014. The previous research encompassed the five-year period between 2009 and 2013. Now we have chosen to add another five years, one at the far end, the year of 2014, and four preceding the previous beacon (2005-2008), in order to capture a decade of production. Thus, we will meet a previous exercise, conducted in 2005, where the balance of two decades of production was made. Doctoral theses are, in our opinion, an excellent source to assess the recent developments within a disciplinary field, particularly regarding the defined objects of study, the defined temporal and spatial landmarks, the theoretical conceptions that underpin the questioning of the referred object, the concepts used, the methodological choices that were made and the study sources convened to provide empirical strength to the research. This is so because doctoral theses assume a certain exemplariness regarding research design and path. They represent an investment of several years by their authors, they are an object of formal evaluation by senior researchers of the field, they require the explanation of the



research options and instruments, and the articulation between theory and empirical data, the final product must have some originality and, finally, in those theses it is very present the influence of the supervisors, which are considered to be, as a whole, the legitimate representatives of that sector of the academic world. The balance of the production is an absolutely necessary exercise for any research field that aspires to the scientific status. Mapping and questioning the production, as a whole or in thematic parcels, is a fundamental activity to assess the quality and direction of the work that is being done, and also to outline the future research paths. The production balances are an excellent way to reflect upon the identity of History of Education as a research field and trace the outline of a *modus operandi* shared by a group of officers of the same trade. Regarding the inclusion of theses in this research we have considered two criteria. On the one hand, we sought to verify whether the theses at issue focused on an object susceptible to be included in the field of education, this concept being understood in a broad and multidimensional sense, and, on the other hand, whether the researches corresponded to what is specific in the History of Education view, that is, if they took time as a central vector, and furthermore if they followed the historical research “protocol”, defining a given time interval, resorting to sources of various nature, setting something different in the historian’s work, and following rigorous procedures, which are the hallmark of the job.

### 3. *Mapping the discipline history of education without map ?* Mathias Gardet, Paris 8, Vincennes-Saint-Denis, France

The history of the inequalities, discrimination, exclusion and segregation affecting children and adolescents in contemporary France has been addressed in the last twenty or so years by major regional and local studies and many institutional monographs. Historical geography, and cartography in particular, would appear to be an excellent entry point for gaining an overall view of these studies. When I was helping to classify the archives of Jacques Bertin’s *laboratoire de graphique* (information visualisation research group) at EHESS, Paris, I was struck by how far the concept of “mapping” has come from its original sense of visual material, at a time when graphics and analytical cartography have almost entirely disappeared from historical writing. My paper focuses on the future, addressing four ways of conceptualising this geography on the basis of experimental cartography.

First, I examine a map of the most recent social studies on this topic confronted with the geography of “irregular” childhood in 19th and 20th century France: it is used to study over space and time such social studies on juvenile delinquency (from juvenile court statistics), child abandonment (from the archives of the *Assistance Publique* and private charities), and the adoption of minors (from the archives of the child welfare agency).

Second, still along historical and geographical lines, I investigate the mainly studied forms of social intervention aimed at these young people considered to be irregular, marginal or deviant, wondering about the base map used to represent them. Public policy and private action (by charities, churches and individuals) and the deployment of their decentralised agencies needs to be examined with an emphasis on their overlapping scales of action in caring for these minors, which might be complementary, contradictory or even competitive.

The third point is the geography of placement. It is striking to see how disconnected the history of these placements of young people is from rural history, although farm life was a major constant of policy in the choice of family placements and the sites of institution and their training facilities. Despite their varied nature, “irregular” minors should be studied as a population group in the full sense of the term, with its distribution across France, migratory movements (mainly from large urban areas, the main suppliers of “problem” minors, to a countryside long thought to be the place for physical and moral regeneration), and integration into the local socio-economic fabric, which might be either a transit area where the young person remained an outsider or a settlement area where they would learn a trade and even marry and have children. Above all, these places need to be situated within a geography or geographies corresponding to each period of study. If ever the various institutions and foster families are in fact situated on maps, these are blank maps that provide no physical, economic, political or even demographic features that would make it possible to understand the reasoning behind and impact of their location in a particular place.

My final section seeks to examine in particular the strategic adaptations of geography of social intervention revealed by studies on this topic, but without thinking an experimental cartography which needed to take into account the specific spatiality of the groups targeted, as shown by the works on the French *prévention spécialisée* services or on the priority education zones.

### Conclusion and Perspectives

- Reflection on the methodological framework for unified database Emmanuelle Picard (Lyon)
- Synthesis and agenda for future collective work, networks, Ische 2016, 2017...