



**11th Conference of the  
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# **ESHS BARCELONA 2024**

## **Book of Abstracts**



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non-extant, there is a sustained engagement with seasons throughout the work. Two themes explored are 1) time-keeping in different places using certain plants, famously melons, with reliable responses to seasons and 2) harnessing and mitigating the impacts of seasons through technological artefacts, especially in relation to water control and non-human life-cycles. Empirical examples are brought into conversation with questions around the relationship between knowledge and practitioners.

### **Travelling through the Seasons: Sea Voyages in the Indian Ocean prior to the 17th Century**

- Inês Bénard da Costa, University of Lisbon

**Abstract:** Travelling through the seasons: Sea voyages in the Indian Ocean prior to the 17th century The focus of this paper is to discuss two ways in which seasonality influenced maritime culture around the Indian Ocean prior to the seventeenth century. A first part will be dedicated to navigation proper and analyse how the regular changing of the monsoons was associated with the closing and opening of sailing seasons, as well as with the best astronomical measurements to perform at that same time of the year. A second part will then enquire how such nautical decisions impacted on the cultural life of major port cities. Harbours such as the ones in Aden, Hormuz and Malaca created important cosmopolitan centres even though they themselves faced harsh environmental conditions. Captains, merchants and navigators from all over the Indian Ocean were drawn to such places due to their strategic positions, sometimes staying up to months as they waited for the right season to return.

### **13 Science communication / Science popularization (2/2)**

Room: 40.010.

Chair: Kristian H. Nielsen, Center for Science Studies, Aarhus University

### **Globalising Science and Education through the New Educational Fellowship: The Cases of Paul Neményi and Vilhelm Rasmussen**

- Mavi Corell Domenech, Florida University in Valencia; Hans Henrik Hjermitsev, University College South Denmark

**Abstract:** The interwar period from 1918 to 1939 offered an exceptional window of opportunity for the circulation of scientific and educational knowledge across borders through conferences, visits, translations, and journals. Spearheaded by the New Educational Fellowship (NEF), established in 1921, European educationalists were eager to appropriate foreign ideas to improve their own educational systems.

The NEF promoted democracy, cooperation, critical thinking, coeducation, and personal autonomy. The teaching of science was relevant in this context because of its secular values such as solidarity, objectivity, and laicism.

However, the progressive ideas of the New School were challenged by the emergence of fascist regimes in several European countries. These regimes did not welcome democratic values and critical, scientific thinking. As an irony of faith, the persecution of Jewish and Socialist scientists in Nazi Germany meant that progressivist international networks were established in the 1930's, when the scientists migrated to other European countries.

In this paper, we will combine the global history of progressive education and the NEF with a microhistorical approach to the circulation of scientific ideas. Thus, the paper deals with the unexpected interest of the Croatian mathematician Paul Neményi (1895-1952) in the work of the Danish pedagogue Wilhelm Rasmussen (1869-1939) which became clear in a review in the NEF journal *New Era* of Rasmussen's work *Børnep psykologi og Pædagogik* (Child Psychology) in 1939.

Neményi belonged to a group of left-wing Jewish mathematicians who, after Adolf Hitler came to power in 1933, took refuge in Copenhagen, where they remained until 1936. Rasmussen, in turn, was a socialist, Darwinist, and educationalist, who became reknown for his work *Nature Study in School* (1909), which was translated into several languages, including English in 1929 and Spanish in 1933. The microhistories of Neményi and Rasmussen thus reveals the global character of science and education in the interwar period.

### **NASA's Portrayal of Science, Technology, Humanity and the Earth: Space Science Education for Domestic and Foreign Audiences in the 1960s**

- Christina Roberts, University of California, Santa Barbara

**Abstract:** In early 1961, the National Aeronautics and Space Administration (NASA) and the Franklin Institute, a Philadelphia, PA popular science museum, collaborated