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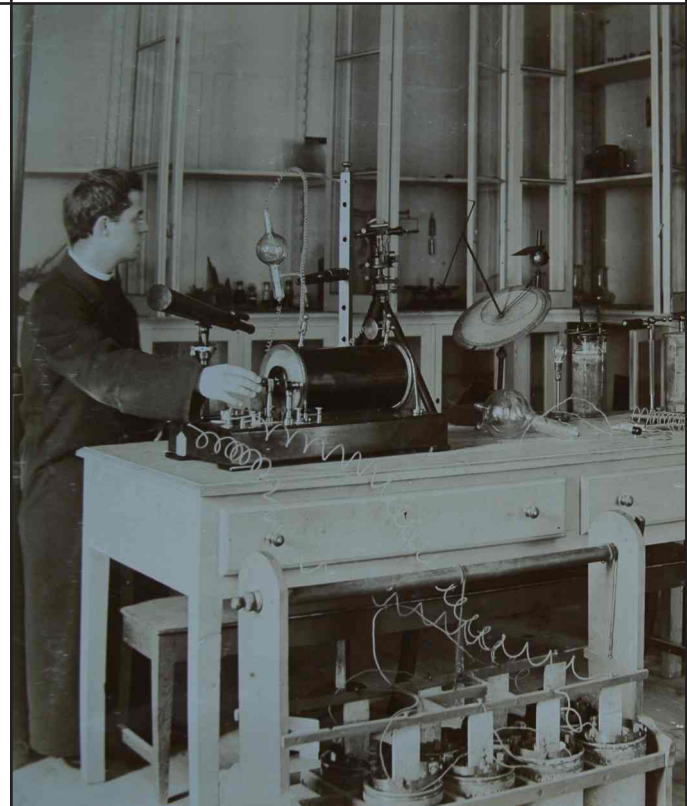
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FOR THE GREATER CREDIBILITY: JESUIT SCIENCE AND
EDUCATION IN MODERN PORTUGAL (1858–1910)

WEDNESDAY, NOVEMBER 29, 2017

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FRANCISCO MALTA ROMEIRAS

TODAY'S SPEAKER



Francisco Malta Romeiras is a senior research fellow at the Institute for Advanced Jesuit Studies. He received his Ph.D in history and philosophy of science from University of Lisbon in 2014. His research interests include the history of science in Portugal, the history of Jesuit science and education, and the history of book censorship. In 2015 he published *Ciência, prestígio e devoção: Os jesuítas e a ciência em Portugal (séculos XIX e XX)* (Cascais: Lucerna, 2015), a revised and shortened version of his doctoral thesis on Jesuit science and education in modern Portugal. In the past few years, he edited with Henrique Leitão the selected works of the molecular geneticist and Jesuit scientist Luís Archer: *Obra Selecta do Padre Luís Archer, S.J.*, 4 vols. (Lisbon: Fundação Calouste Gulbenkian, 2015-2017). Romeiras has served as a member of the editorial board of the Jesuit learned journal *Brotéria* since 2013.

Introduction

Casey Beaumier, Director, Institute for Advanced Jesuit Studies

For the Greater Credibility: Jesuit Science and Education in modern Portugal (1858–1910)

Francisco Malta Romeiras, Senior research fellow,
Institute for Advanced Jesuit Studies

Questions

FOR THE GREATER CREDIBILITY: JESUIT SCIENCE AND EDUCATION IN MODERN PORTUGAL (1858 – 1910)

When the Society of Jesus was effectively restored in Portugal, the Jesuits made significant efforts in the promotion of a hands-on experimental teaching of the natural sciences, including the foundation of modern laboratories, cabinets, museums and observatories and the creation of scientific academies in their colleges. Francisco Malta Romeiras will look at the intertwining of theory and practice at the colleges of Campolide (1858–1910) and São Fiel (1863–1910) and argue that the effective participation of students in the daily activities of the natural history museum (which included collecting, classifying and labelling new specimens of animals and plants), their engagement in expeditions to observe solar eclipses, and their pivotal role in the performance of experimental demonstrations during the solemn sessions of the academies, were the most distinctive features of Jesuit education in nineteenth-century Portugal.

He will also argue that the promotion of expeditions, the systematic collection of meteorological data, the attendance of international conferences, the creation of scientific academies and the engagement in original research work in botany, zoology and physics, suggests that the correspondence and interaction between the Jesuit naturalists and some of the most renowned Portuguese and foreign scientists proved to be more relevant for their training as modern scientists and pedagogues than a formal scientific education.