

Abstracts

Vol. XVI n. 1 (2021)

Transnational and transcultural educational models in Eastern and Southern Europe between XIX and XX Centuries. Foreword to thematic section of the issue

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ABSTRACT: Scholars from Central and South-Eastern European states present a series of research projects on transnational and transcultural educational models, using various examples from their countries in the XIX and XX centuries. These articles focus on the Czech Republic, Slovakia, Hungary, Slovenia, Croatia, Bosnia and Herzegovina, Montenegro, Greece, Italy and Spain, to demonstrate how individuals, ideas and institutions became educational models in different cultures and nations, through a process of active reception, change and hybridization.

EET/TEE KEYWORDS: Transcultural; Transnational; Educational Models; Pedagogical Transfer; Education System; History of education; Europe; XIXth-XXth Centuries.

We are building up pedagogy and a school system: educational discussion in interwar Czechoslovakia as togetherness or coexistence?

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ABSTRACT: The new Republic of Czechoslovakia demonstrated in its very name the connection between Czechs and Slovaks. The twenty years of the Czechs and Slovaks living together in a common state – from great expectations in 1918, the year the country was founded, to the bitter end of the collapse of Czechoslovakia and the emergence of the pro fascist Slovak state in 1939 and the Protectorate of Bohemia

and Moravia – are an example of the attempt of two «brother peoples» to live together in the political, social, cultural and educational arenas. The following study reviews how coexistence in the pedagogical field in the interwar period enabled the transfer of pedagogical ideas and experiences between ethnic Czech and Slovak teaching staff.

EET/TEE KEYWORDS: Transnational transfer; Cultural transfer; Czech pedagogy, Slovak pedagogy; Interwar period; Czechoslovakia; XXth Century.

Creating the new (Slavic) world through education. A comparison of the educational discussions between the Slovenes and the Czechs

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ABSTRACT: When the Austro-Hungarian Monarchy collapsed at the end of the First World War, there were 12 nations living there, including Slovenes and Czechs. The Slovenes joined the South Slavic nations in the Kingdom of Serbs, Croats and Slovenes, and the Czechs, together with the Slovaks, established the multinational Czechoslovak Republic. In the new Europe, new coalitions – political, cultural and also educational – were also sought and supported. Czech and Yugoslav collaboration was also an important issue. This was based on the rich collaboration in the 19th century in the so-called Slavic (sometimes PanSlavic) discussion. The following article reconstructs the Czech and Slovenian collaboration and transfer of pedagogical ideas and experiences in the interwar period (especially in the field of school reform), framed by the collaboration of both nations in the 19th century. The school reform in Czechoslovakia and Slovenia is reconstructed against the background of the academic discussion at that time (the dispute over empirical and philosophical educational sciences). The next goal is to compare the “architecture” of the school reform plans in both countries in the context of the academic pedagogical discussion. The professional contacts between Czech and Slovenian teachers in the interwar period are analyzed. The networking between the Czechoslovak and Slovenian teachers was quite intensive at that time, also thanks to the intensive collaboration of between school reform leaders – the Czech pedagogue Václav Příhoda and the Slovenian pedagogue Gustav Šilih. The visits of Slovenian teachers to the Czech reform schools and the lectures of the Czech school reform architects in Slovenia show that the reform pedagogical transfer between Czechoslovakia and Slovenia was intense.

EET/TEE KEYWORDS: Educational transfer; School reform; Progressive education; Life reform; Czechoslovakia; Yugoslavia; Slovenia; XIXth Century.

Herbartianism as an eastern central European phenomenon and its reception in Hungary

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ABSTRACT: The development of the institutional system of Hungarian pedagogy is closely connected with the fundamental peculiarities of the economic, social and political development of the Central European region.

At Hungarian universities the theological and later educational-philosophically oriented theoretical pedagogy became institutionalized according to German patterns, and in the last third of the 19th century theoretical pedagogy began developing in the other countries and imperial-royal republics of the region. Monarchy modernized the education system on the basis of the pedagogical principle of Herbartianism. Almost everywhere the representatives of Herbartian pedagogy occupied the pedagogical chairs established at universities and determined the rhetoric for institutionalizing university pedagogy. It follows from these facts that the history of pedagogy and teacher training at Hungarian scientific universities can be interpreted as the history of reception. In the background are the various claims to modernization, the challenges and reform ideas of successive reform periods in the development of the Hungarian nation-state.

EET/TEE KEYWORDS: Herbartianism; Hungarian reception; Theoretical pedagogy; Teacher training; Eastern Central Europe; XIXth Century.

New school and education of new man in Zlín and Borovo. An example of a difficult pedagogical transfer

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ABSTRACT: The interwar period was marked in the European educational debate with the search for the “new school” and the “new man”, often constructed as a medium and member of the “new society” in the context of the so-called life reform. The discussion was characterized, among other things, by international cooperation and therefore also by an intensive cultural transfer of ideas and reform patterns between regions or countries. An exceptional case study of the transnational pedagogical model of the formation of a «new industrial human being» presents the concept of rationalization exported from the socioeconomic field to the educational field. This was also the case in the educational debate in company town Zlín, in the “city imperium” of the Czechoslovak shoe manufacturer Tomáš Baťa (1876-1932). The article analyses the transfer options of school reform concepts and educational reform of the new industrial man from the company town Zlín (Czechoslovakia) to the so-called company satellite town Borovo (Yugoslavia).

EET/TEE KEYWORDS: Transfer; Transnational pedagogical model; Education of industrial man; Czechoslovakia; Yugoslavia; XIXth-XXth Centuries.

Miljenko Vidović, an educational visionary or inventive impostor?

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ABSTRACT: This paper analyses the transfer of educational reform concepts as promoted in the first adult school at Balkan region between the two world wars. Its founder Miljenko Vidović came to Sarajevo from Croatia bringing new ideas how to modernize schools and support ordinary people education. He also founded the journal «Uzgajatelj» (1923-1926) which served for presenting his ideas and ideology dealing with

the issues of a general social and cultural development through the ethical movement that he integrated in his educational approach. Vidović's school was not only an educational establishment but also a place for his ideological activities transferring ethical ideas from Europe and USA, as well as the educational reform preferences.

EET/TEE KEYWORDS: Miljenko Vidović; History of school; Adult education; Ethical movement; Reform pedagogy; Yugoslavia; XXth Century.

Elena of Montenegro, Queen of Italy: an educational model of womanhood from Cetinje to Rome

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ABSTRACT: The aim of this essay is to explore how the Picture of Jelena of Montenegro came to be an icon of 'Italianness' as Elena of Savoy. In researching her popularized image, we will use articles and visual sources, mainly consisting of the covers of weekly magazines. Principal among these are the «Corriere della Sera», one of the most important and widely read newspapers of the time, its illustrated weekly magazine, «La Domenica del Corriere» and the illustrated weekly magazines «La Tribuna Illustrata» and «L'Illustrazione Italiana». We will show how her Montenegrin origins originally hindered her acceptance among the Italian aristocracy, but how her personal qualities and adherence to a cultural model she learnt from her family allowed her to be fully accepted and loved by the people. Popular images of Elena tended to focus on her touching children and poor and suffering people. Her maternal and caring attitude overshadowed all her other qualities and skills in the myth of "the good Queen".

EET/TEE KEYWORDS: Elena of Montenegro; Queen Elena of Savoy; Female educational models; Visual history Italy; Montenegro; XIXth-XXth Centuries.

Perceptions and implementations of Froebelian pedagogy in the Greek education. A transcultural analysis

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ABSTRACT: Transcultural approaches become more and more popular in historiography of education shifting research interest from national entrenchments to spatial and cultural unities. Considering diffusion of

pedagogical ideas as cultural transfer, this paper aims at studying how Froebelian pedagogy was perceived and implemented in the context of the different environments of Greek education, under the Ottoman rule and the nation state, during the end of the 19th century. It also seeks to demonstrate how different actors constructed their own adaptation of pedagogical knowledge, prioritizing the social over the pedagogical dimension of the educational process. Taking into account historical data of the Greek case, the paper also discusses hybridization and indigenization of pedagogical ideas as cross-cultural exchanges.

EET/TEE KEYWORDS: Greek education; History of pedagogy; Transcultural approach; Froebelian Pedagogy; Kindergarten; Greece; XIXth Century.

Gentile in Spain: an historiographical mirage

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ABSTRACT: This article studies the influence of Italian educationalist and philosopher Giovanni Gentile in Spain. In the first part, the main features of the Gentile's thought are analysed as well as the key reform that he implemented in Italy as Mussolini's first Minister of Education. In the second part, the limited influence of his thought in Spain is studied, both in the main pre-war pedagogical tendencies and in the educational policy and thought after the civil war. It is defended that the seeming coincidence of the Spanish secondary school reform of 1938 and the Gentile Reform is purely superficial, since Spanish Catholicism had a program for reform (primarily aimed at securing the interests of Church schools) whose goals were completely independent from Gentile's. Then, the supposed influence of the Gentile Reform on the Spanish reform of 1938 is no more than a historiographical mirage.

EET/TEE KEYWORDS: Educational thought; Gentile; Actualism; Secondary education reform; Catholicism and education; Spain; XXth Century.

Monumental memory of school in post-unitarian Italy

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ABSTRACT: Why should memorial tablets and statues be of interest to education historians? This essay analyses epigraphic and plastic artefacts as manifestations of public memory of school and as cultural devices for shaping the collective imagination about education and citizenship, in a chronological trajectory from Italian unification. While addressing a set of monumental samples, particular attention is focused on the political reasons behind the choices of installing memorials in honour of educational figures, from teachers to education ministers. Throughout the shifts in power from the second half of 19th century, what emerges is the major heuristic potential embodied in those material historical sources: first of all, the monumental phenomenology is shown to be the expression of a self-celebratory strategy promoted by the ruling classes to legitimate themselves as the guardians of an honourable school past; then, also, the public use of school

memory turns out to be designed to strengthen feelings of belonging to a particular community, be it educational, professional teaching, local or national; lastly, monumental traces in the anthropic space are shown to be the signs of a diffuse pedagogy trying to instil a virtuous model of the educator, and more generally of a citizen, into the folds of the collective mentality. By penetrating the official idea of schooling behind inscribed slabs and three-dimensional portraits, what the author has defined as a monumental archaeology of the school imaginary offers an untested standpoint on the cultural history of education.

EET/TEE KEYWORDS: Cultural policy; Education; Memory; Italy; XXth Century.

La representación de la infancia en los manuales escolares españoles del siglo XX: un estudio de la «bowdlerización» pedagógica de *Platero y yo*

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The Childhood Representation in Spanish School Manuals of the 20th Century: A study of the Pedagogical Bowdlerization of Platero y yo

ABSTRACT: This article describes and analyzes the image of childhood portrayed in a classic of Spanish literature, *Platero y yo*, and its pedagogical translation in school books. In its journey from literary work to school book, a metamorphosis of the text takes place with respect to form and meaning, which methodologically speaking entails various strategies with very evident educational purposes. These procedures, without a doubt, have repercussions for the sentimental and literary education and for the reading training of the students who constitute the largest reading group that exists in any society with a universal educational system. After establishing the theoretical and historical foundation of this research, its results are presented in some detail. By means of this analysis, a great contrast is demonstrated between the complex and rich vision of childhood presented in the original work and that which, after suffering a process of bowdlerization, appears idealized and simplified in the reading, language and literary manuals of Spanish schools throughout the 20th century.

EET/TEE KEYWORDS: Childhood; Children's literature; Bowdlerization; School Books; Social

El viaje americano de Adolphe Ferrière de 1930: transferencias y apropiaciones en la circulación de las pedagogías renovadoras entre Europa y América Latina. Un caso para (re)pensar las relaciones centro-periferia

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Adolphe Ferrière's american travel in 1930: transfers and appropriations on circulation of renewal pedagogies between Europe and Latin America. A case for (re) thinking center-periphery relations

ABSTRACT: In 1930 Adolphe Ferrière traveled through Latin America on behalf of the New Education Fellowship to spread ideas and to gather information about Latin American education experiences. He also sought to get a position in the European pedagogical debate. Ferrière published his travel experiences in his work *La escuela activa en América Latina*. From conceptual frameworks, such as global history and cultural transference, travel experiences as sources acquire a particular significance. In those narrations, there are elements which cover a series of central topics for the pedagogical ideas history both in Europe and in Latin America, such as those ideas circulation, the pedagogues travels and the relations between center and periphery.

EET/TEE KEYWORDS: Adolphe Ferrière; New School movement; Center-periphery relations; Travels; Latin America; XXth Century.

The early days of educational television and the case of «L'Approdo»: a critical reconstruction through historiography

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ABSTRACT: From 1954 to the present Rai has played a crucial role in defining the countenance of Italy's collective consciousness and its cultural identity. Due to the distinctness of Italian TV in its early days, it was decided to concentrate on it; Italian TV originated as a monopoly and had significant «educational» value. Its point of arrival was the Sixties: control of Rai switched hands from the government to the Parliament, while television production changed to bear competition from private networks. The study was conducted through a detailed analysis of Rai Annual Reports and scholastic and cultural programs, with a focus on the program «L'Approdo», an important example of «permanent education».

EET/TEE KEYWORDS: History of educational television; The early years of Italian television; Scholastic and educational programmes; «L'Approdo»; Italy; XXth Century.

Crafts classes as one of the dimensions of aesthetic education in Polish elementary schools (1918-1939)

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ABSTRACT: Art – including applied arts – played an important role in transmitting national and humanistic values in 1918-1939 Polish universal education, also forming a tool for social change. Aesthetic education was understood very broadly and implemented through direct contact with nature, works of art, and by taking care of the external appearance of students and arranging their immediate surroundings: both at home and in school. Aesthetic education was primarily served by the so-called artistic activities, including drawing, singing and crafts. The article presents the issue of teaching crafts from the perspective of the idea of aesthetic education. The author analyzed curricula and subject literature, conducting a query of selected specialist magazines.

EET/TEE KEYWORDS: Elementary schools; Aesthetic education; Interwar period; Crafts; Poland; XXth Century.

Follow-up file for studying the material and spiritual status of students (1920)

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ABSTRACT: Since to take base on of constructivist theory in education programs in our country, it has become important to know the student and to take into account the individual differences during the preparation of teaching processes within the framework of student-centered education. At this point, what has been done about the follow up of student development in our educational history has been investigated. The related resources has been examined and so finding a development file was prepared in 1920 to follow the development of the student. In this study, the file published under the name of Guide of research on the Material and Spiritual Status of Children Attending Schools will be examined. The study is a qualitative research conducted by document analysis method. By descriptive analysis of the content of the file, it was aimed to reveal the criteria according to which the development of the students was followed during the periods of classical education. When the content of the student development file is examined, it is understood that it is important to follow the moral and spiritual development of the student rather than academic success. In order to get to know the student, it has been seen that emphasized the products produced by the student and the changes that occur in that student and the effects of a product or activity on the material and spiritual existence of the student. This study, which can be used as a basis for the comparison of today's educational approaches with the past, will contribute to the foundation of our educational approaches.

EET/TEE KEYWORDS: History of education; Students; Personal Development; Turkey; XXth Century.

Educación en la igualdad y la diversidad a través de la literatura infantil y juvenil. Microestudio sobre las categorías de género, etnia y edad en tres obras norteamericanas

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Educate in equality and diversity through children's and youth literature. Micro-study on the categories of gender, ethnicity and age in three North American work

ABSTRACT: The school library presents a good opportunity to educate students as informed young readers on issues of gender equality, the concept of ethnicity and attitudes towards age, creating a space where they can negotiate their own feelings and beliefs. In this microstudy, based on specific criteria, three children's and youth books published in the United States in the past three decades are examined: an illustrated book, a short chapter book, and a novel for young adults. While these texts are considered to be representative samples, the current research is not intended to be an exhaustive study, but rather an exploratory investigation of the educational potential of literature in three areas of interest considered essential in early education, with a postmodern methodology and a theoretical framework that serves as a starting point to apply to larger samples.

EET/TEE KEYWORDS: Education; History of children's and youth literature; Equality; Diversity; Gender; Ethnicity and age; North-America; XXth-XXIst Centuries.

The reception of the ideas of J.H. Pestalozzi in the Greek region during the 19th Century

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ABSTRACT: Johann Heinrich Pestalozzi (1746-1827), the great Swiss pedagogue, not only decisively influenced his native country with his work, but also changed the education practice worldwide during his lifetime. The reception of Pestalozzi's pedagogical ideas and the pedagogical influence which was exercised in this way, as well, in the Greek region during the 19th century, is an important issue for the formation of Modern Greek Pedagogy. Adamantios Korais (1748-1833), who was a leading figure of the Modern Greek Enlightenment, was the one who gave prominence to the work of the great Swiss educator in Greece, as early as 1809. This activity was part of the "metakenosis" of the Lights in enslaved Greece. The leading Greek periodical of the pre-revolutionary years Logios Hermes (1811-1821), published in Vienna, played an important role in the dissemination of Pestalozzi's ideas. Ioannis Kapodistrias (1776-1831), the first Greek Governor, acting alongside the initiatives of the Greek Enlighteners, believed that the Greek people as a whole needed education in order to be able to claim their freedom; for that reason, he was actively concerned about the state of education in his enslaved homeland. He showed a particular interest in the educational system which was being developed during those years in Switzerland and expressed his admiration for Pestalozzi's work. Besides, Kapodistrias had personally met Pestalozzi. The Greek Governor had also expressed the same interest in the work of Pestalozzi's "faithful student", the noble politician Philippe-Emmanuel von Fellenberg (1771-1844). Unfortunately, after the Greek Governor's tragic assassination, his welfare program for the orphans, inspired by the movement of Philanthropismus, deteriorated and shrank. The Othonic monarchy, in collaboration with the Regency, which followed the assassination of Kapodistrias, imposed the one-way Bavarian educational system, with elements from the neo-humanistic and the classicist practice of the time, whereas Philanthropismus was abandoned. This trend was reinforced by many Greek educators who, as scholarship recipients of associations and bequests, studied in Germany during that period, and transferred these pedagogical ideas to Greece. Finally, systematic historical and bibliographical research shows that Pestalozzi's writings were also heavily ignored in post-revolutionary Greece.

EET/TEE KEYWORDS: Pestalozzi; Modern Greek Enlightenment; Modern Greek Pedagogy; History of Pedagogy; Greece; XIXth Century.

«A jumble of contradictions». The 1950s Italian University from the failure of the Gonella reform to the *Ten-Year Plan*

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ABSTRACT: This paper intends to reconstruct the sequence of events that affected the Italian University in the 1950s, from the Minister Antonio Segni's arrival in leading the Minerva to the issues related to the *Ten-*

Year Plan. By referring to this challenging period, which has been characterized by many partial measures and by uneven reforms, the Author highlights the main problems and criticalities that have been afflicted the Italian university system.

EET/TEE KEYWORDS: History of University; History of education; Reforms of Education; Italy; XXth Century.

The political thought of Vamba in the context of early 20th-century Italy: civic-ethical commitment and the project of educating new generations in citizenship

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ABSTRACT: This contribution analyses the concept of nation elaborated and promoted by Luigi Bertelli (*Vamba*), with particular reference to his works for children and youth. In the early twentieth-century Italian cultural context, he was an important protagonist among the intellectual-patriots aiming to follow up the process of unification of the peninsula through the complete definition of a national identity. *Vamba* articulated and promoted a project of education in citizenship addressed to the new bourgeois generations, involving the recovery of the myths of the Risorgimento and the faith in the fathers of the country, which was always presented in a direct, irreverent and never boring style. Although using different means, Bertelli's project flanked the one promoted through official educational channels, in providing the substratum of traditions and common values in which his audience could finally recognise themselves as Italian citizens.

EET/TEE KEYWORDS: Luigi Bertelli (*Vamba*); National identity; Citizenship education; Children's literature; Children's periodical press; XIXth-XXth Centuries.

José Saramago infantil e juvenil

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José Saramago for Children and Youth

ABSTRACT: The relationship between José Saramago's writing (Golegã, Portugal, 1922 – Lanzarote, Spain, 2010; Nobel Prize for Literature 1998) and young readers began in 2001, with the publication of his book *A Maior Flor do Mundo*, illustrated by João Caetano. This was the first and the only text that the Portuguese writer explicitly addressed to children (but not only to them), but it is not Saramago's only work that, in the format of an illustrated album, we can associate with the universe of literature for childhood, as I hope to show in this article.

EET/TEE KEYWORDS: José Saramago; Portuguese children's literature; Tale; Metafiction; Illustration; Portugal; Spain; XXth Century.

Storia di una pratica d'insegnamento. Il 'dettato' nei programmi didattici della scuola elementare dall'Unità all'avvento del fascismo

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History of a teaching practice: dictation in Elementary School Programs from the Unification of Italy to the advent of Fascism

ABSTRACT: A historical review of the practice of dictation from the Unification of Italy to the present day brings us to understand the reasons why such practice is still widespread in Italian primary schools. An analysis spanning from the 1860 Programs to the 1905 Orlando Law allows us to highlight those indications and reflections on how to carry out dictation that, more than a century later, are still widely in use. If, at the beginning of the nascent unitary state, dictation was the privileged instrument for teaching the Italian language to a population which was mostly illiterate and speaking a multiplicity of dialects, in the early 1900s it began to assume different characteristics, opening the way to ideological dictation typical of the Fascist era.

EET/TEE KEYWORDS: Primary School; History of education; Dictation; Language Teaching; Italy; XIXth Century.

Educating teaching staff in a teacher training school in Nazareth (1944-1948)

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ABSTRACT: During World War II, outside the borders of Poland, nursery schools, primary, secondary and vocational schools were established where refugees' children attended. Those refugees were people deported from Poland to the Soviet Union. In order to provide primary schools with teachers, a teacher training secondary school for girls was established in Nazareth in Palestine, as a part of the Polish Army in the USSR. The school achieved a high level of teaching in the difficult conditions of the refugee life. It gave education to over a hundred devoted teachers who really wanted to work with children.

EET/TEE KEYWORDS: Teacher training school; Schoolgirls; Teachers; Education; Teaching practice; Poland; XXth Century.

Religione, educazione civica e morale negli scritti politici di Paolo Mantegazza. Profilo e militanza parlamentare di un «laico religioso»

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Religion, Civic and Moral Education in Paolo Mantegazza Political Writings. Biographical Profile and Parliamentary Militancy of a «Religious Layperson»

ABSTRACT: Starting from a reconstruction of the political profile of Paolo Mantegazza as a member of the Chamber of Deputies, this article aims to show how Mantegazza himself had tried to promote the formation of a new and cohesive national identity. As a matter of fact, by his pedagogical project he had tried to reconcile the positivistic faith in science with political education and religious feeling, within a secular, but not for this reason anti-Christian, culture.

EET/TEE KEYWORDS: Paolo Mantegazza; Civic education; Political education; Religious feeling; Italian identity; Italy; XIXth Century.

Escrever, Recortar, Colar: «Acervo de vivências» nos cadernos da professora Luzia (Porto Alegre/RS/Brasil, 1989-2010)

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Write, Cut, Paste: «Collection of experiences» in the notebooks of Professor Luzia (Porto Alegre/RS/Brazil, 1989-2010)

ABSTRACT: The article aims to analyze Luzia's notebooks and what she kept inside them, recognizing biographical evidence on the pages of these writing supports. As a space for historical investigation, these personal archives preserve fragments of their memories, amid other themes, especially those related to Education and Culture. Moved by what affected her, Luzia began to read, write, cut, paste, organize and store. We understand that one of the keys to capture it is the perception of different dimensions of its paths, which appear in its archives: on the one hand, the dimension of intimacy; on the other, the dimension that includes traces of his intellectuality, unfolded in the myriad of interests that make up his trajectory. This methodological path of analysis, guided by what she chose to archive as categories of memories, allowed us, at last, to get close to the person Luzia.

EET/TEE KEYWORDS: Teachers' memories; Personal archives; Egodocuments; Brazil; XXth Century.

European cultural convergences in Spain during the 19th Century: the *Institución Libre de Enseñanza*

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ABSTRACT: The aim of this paper is to study the modernization of Spanish culture and society in the 19th century. One of the most relevant cultural, educational, social and political projects in Spain at the turn of two centuries is analyzed: the *Institución Libre de Enseñanza*. It was founded in 1876 and brought with it an impulse of new ideas. This paper focuses on analyzing the convergent factor of diverse European ideas and their influence on the Spanish culture. To this end, the article presents the framework of international relations and the different complementary, convergent and mutually influential dimensions: philosophical, educational and the confluence of European and Spanish personalities or forms of thought. These convergences demonstrate the globality and transversality of the *Institución Libre de Enseñanza*, which became an engine of social change through cultural modernization. This process affected not only education, but also generated a whole stream of innovation in Spain.

EET/TEE KEYWORDS: History of education; Spanish culture; Educational projects; Spain; XIXth Century.

Le figure-chiave del successo della produzione per l'infanzia della SEI nel periodo tra le due guerre

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The key figures in the success of SEI children's production in the interwar period

ABSTRACT: The article aims to highlight the role of two key figures who greatly contributed to the success of the children's production of the Turin Catholic publishing house SEI in the years between the two world wars. They are Francesca Castellino and Giuseppe Fanciulli, authors very different from each other but both capable of acting as cultural promoters and organizers, calling to work in SEI primary level writers. Through the use of primary sources as SEI catalogs, Salesian Bulletin, specialized magazines of the period, it is therefore intended to highlight the characteristics and roles of these two figures who in that specific historical period are also the only two directors of children's series of the SEI.

EET/TEE KEYWORDS: Children's literature; Catholic publishing house; Francesca Castellino; Giuseppe Fanciulli; Italy; XXth Century.

Proposte di letture storico educative

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Proposals for historical and educational readings

ABSTRACT: The article proposes an interesting bibliographic review of the most recent works of History of pedagogy and History of education published in recent years in Italy. The author, analyzing the individual works, presents the topics covered in each volume and puts the focus on some fundamental aspects of the Italian historical-educational culture.

EET/TEE KEYWORDS: Historiography; Historical research; History of education; Historical method; Italy; XXth-XXIst Centuries.

La narrativa per bambini e ragazzi tra finzione e realtà. Un originale percorso di ricerca

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The narrative for children and young people between fiction and reality. An original research path

ABSTRACT: This work aims to analyse the recent and original research work initiated by Chiara Lepri on the role of the lie within literature for children and youth between the modern and contemporary ages. In particular, through the analysis of a large number of texts, the author reconstructs the history of the lie within the most significant literary works of the Western tradition.

EET/TEE KEYWORDS: Children's Literature; Literature; Fiction; Europe; XVIth-XXIst Centuries.

La collana di classici della pedagogia «Educatori di ieri e di oggi»: un'ambiziosa (ma necessaria) scommessa sulla scuola e sugli insegnanti

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The series of classics of pedagogy «Educatori di ieri e di oggi»: an ambitious (but necessary) bet on schools and teachers

ABSTRACT: The contribution intends to present the genesis and birth of the new and prestigious series of classics of pedagogy «Educatori di ieri e di oggi», edited by Francesca Borruso, Lorenzo Cantatore, Carmela Covato and Donatello Santarone. It is a series of classics of pedagogy and education of undoubted interest and with an ambitious profile, not only for the scientific authority of its curators and the seriousness and competence of the scholars involved, but also for the precise cultural and pedagogical design which inspired the first classic prints.

EET/TEE KEYWORDS: Publishing; History of education; History of pedagogy; Italy; XIXth-XXth Centuries.

Sulle ali leggere della fiaba: polimorfismo e continuità di un genere letterario

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On the light wings of the fairy tale: polymorphism and continuity of a literary genre

ABSTRACT: This essay aims at exploring a book recently published, *Le metamorfosi della fiaba*. The chapters included in the volume range widely on a literary genre that knows no boundaries of space and time: the classic fairy tale. This kind of storytelling has a polysemic value that allows to put in extreme evidence the formation (or Bildung) of the identity of a subject who, by moving away from known and familiar spaces, finds himself in the dangerous condition of facing trials and obstacles. At the same time, he can see the growth of his abilities, in order to reach a final goal that will place him in a different social status from the initial one, thus allowing him a radical change, fully possible in fantasy, much less verifiable in reality.

EET/TEE KEYWORDS: Fairy tale; Metamorphosis; Children's literature; Bildung; XXth-XXIst Centuries.

Emigrazione italiana in Brasile e difesa della fede. A proposito di un recente volume

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Italian Emigration to Brazil and defence of the faith. About a recent volume

ABSTRACT: Within the context of historical research, this contribution analyses an important and recent work of Roberto Sani about the religious care of Italians emigrants in South Brazil. The missionaries' Congregation of Saint Charles, established by Giovanni Battista Scalabrini and Father Pietro Colbacchini, who was also the author of the significant *Guida spirituale per l'emigrato italiano*, had a very peculiar role. In his book Roberto Sani traces the spiritual assumptions and the Congregation's apostolate in a new and careful way. His aim is to highlight the important results of such a capable and spiritual action, which had the main purposes of

spreading and enhancing the religious and cultural traditions among Italians emigrants, and of supporting their integration in the new Brazilian context.

EET/TEE KEYWORDS: Catholic church; History of Missions; Missionaries of St. Charles-Scalabrinians; Pietro Colbacchini; Brazil; XIXth-XXth Centuries.

Renata Lollo's contribution to the history of children's literature in Italy. The genesis and the peculiar approach of the essay *Sulla letteratura per l'infanzia*

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ABSTRACT: This article intends to propose a reflection on the history of children's literature starting from the thought and work of Renata Lollo, an important scholar of the sector now deceased. Therefore, the reader is offered a broad overview of the most relevant lines of research carried out by Lollo during her academic career.

EET/TEE KEYWORDS: History of Children's Literature; Historiographical reflections; Publications; Italy; XXth-XXIst Centuries.

The itinerary of recent children's literature in Italy. Renata Lollo's epistemological and historiographical contribution

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ABSTRACT: Starting from the analysis of Renata Lollo's epistemological and historiographical contribution, an important scholar now dead, this article intends to analyze the most relevant and interesting lines of research relating to the history of children's literature in Italy during the last fifty years.

EET/TEE KEYWORDS: History of Children's Literature; Historiographical reflections; Publications; Italy; XXth-XXIst Centuries.

Gli archivi scolastici come fonti per la ricerca storico-educativa: esperienze e prospettive

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School archives as source for historical-educational research: experiences and perspectives

ABSTRACT: This paper outlines the main historiographical reasons behind the birth of school archives, which, although often neglected and ignored, represent new pivotal sources for the history of education. With reference to the legislation on this topic, some pioneering experiences regarding the census and recovery of school archives in Emilia Romagna (Italy) are presented, with special attention to the city of Bologna (Italy).

Moreover, this contribution sets out to promote the safeguarding of this remarkable educational heritage, which is essential not only for researchers and the history of education, but also for teaching and citizenship.
EET/TEE KEYWORDS: School archives; Material school culture; Educational heritage; Collective memory; Italy.

¿Qué leen los niños y las niñas? Análisis de sus algunas de sus lecturas desde una perspectiva de género

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What do children read? Analysis of some of their readings from a gender perspective

ABSTRACT: This article addresses this problem by analysing literature for children and young people. The analysis aims to highlight how the socio-cultural constructions that are visible in the protagonists promote stereotypes and can be internalised by boys and girls. This research is based on a qualitative discourse analysis, which aims to identify stereotyped images that are reinforced by the use of stereotyped adjectives. The dialogue and descriptions were revised to enable a classification of different types of roles and ascertain whether or not they are present in most widely-read books, according to the Federation of Spanish Publishers, among children between the ages of 10 and 13 in 2018. The findings reveal the presence, albeit rarely explicit, of many of the identified stereotypes.

EET/TEE KEYWORDS: Gender stereotypes; Gender roles; Children's and young people's literature; Primary education; XXth-XXIst Centuries.

The place of infrastructure in early childhood education schools in research carried out in Brazil

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ABSTRACT: The study addresses the state of knowledge in dissertations and theses from postgraduate programmes in Brazil on the subject of infrastructure in early childhood education schools, produced in the period from 2008 to 2018. The database used to survey was the Brazilian Digital Library of Theses and Dissertations (BDTD). The results were organised in tables, highlighting the number of dissertations found, selected abstracts and full pieces read. Thirty theses and dissertations were found and 12 were selected for analysis. The study initially surveyed programmes aimed at early childhood education able to invest in infrastructure. Concluded that research on the infrastructure of early childhood education schools is a promising field that needs to be explored, particularly in the North and Northeast regions of Brazil, as there

are few specific studies. The analyses show low investment in infrastructure in spaces aimed at children, considering the few programmes focused specifically on early childhood education at the federal level.

EET/TEE KEYWORDS: History of education; Early childhood education; School infrastructure; Educational policies; Brazil; XXIst Century.

La «scoperta» dell'infanzia e la valorizzazione delle pratiche educative: riflessioni sullo sviluppo epistemologico della ricerca storico-educativa sulla prima infanzia

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The «discovery» of infancy and the enhancement of educational practices: considerations on the epistemological development of the historical and educational research on early childhood

ABSTRACT: This paper intends to go over the itinerary followed by the history of early childhood. Starting with the description of the Greek paideia up to the XX Century, this work underlines the most relevant phases of the Western pedagogical journey, throughout an overview of the educational theories and interventions. Considering these evidences and the last epistemological status, it seems necessary to implement a renovated educational and historiographical research, which must work on the evaluation of the real early childhood and on the enhancement of new resources. In fact, only after a meaningful reconsideration of the action learning theories and of the educational relationship, it will be possible to draw up new inclusive and consistent pedagogical guidelines.

EET/TEE KEYWORDS: History of Education; Early Childhood; Pedagogical Theories; Educational pattern; Classical era; XXth Century

Recensioni

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Roberto Sani, *Mons. Giovanni Battista Scalabrini and Italian emigration in Brazil: pastoral care, education and national identity (1888-1905)*, «History of Education & Children's Literature», vol. XV, n. 2, 2020, pp. 449-469.

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(Lucia Paciaroni)

Memoria scolastica ed educativa: questioni metodologiche, buone pratiche ed esperienze digitali. A proposito del terzo seminario nazionale PRIN (Firenze, 17 settembre 2020)

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School and educational memory: methodological issues, good practices and digital experiences. About the third national PRIN seminar (Florence, 17th September 2020)

ABSTRACT: This paper collects the reports presented at the third seminar about the important national research project «School Memories between Social Perception and Collective Representation (Italy, 1861-2001)» from scholars from different Italian universities. The seminar has represented the opportunity to reflect on the topic of school and educational memory focusing on future research perspectives in the historical-educational field and to share the state of the art of the project that aims at analyzing the forms of school memories, intended as an individual, collective and public practice recalling a common school past.

EET/TEE KEYWORDS: History of education; School Memories; Italy; National Research Project; XIXth-XXIst Centuries.

Call for papers del convegno internazionale «The school and its many pasts. School memories between social perception and collective representation» (Macerata, 12-14 dicembre 2022)