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eum

*The children of tomorrow / will
watch the tears / of the children of
yesterday: / of the barefoot child, /
of the hungry child, / the helpless
child, / the offended, struck, hum-
bled child... / Finally the teacher
will tell them: / «One day these
tears / became an overwhelming
river, / they washed the earth /
from continent to continent, / they
fell like a waterfall: / and so, in this
way, was joy attained».*

I bimbi di domani / rivedranno le
lacrime / dei bimbi di ieri: / del
bimbo scalzo, / del bimbo affa-
mato, / del bimbo indifeso, / del
bimbo offeso, colpito, umiliato...
/ Infine la maestra narrerà: / «Un
giorno queste lacrime / diventarono
un fiume travolgente, / lavarono
la terra / da continente a con-
tinento, / si abatterono come
una cascata: / così, così la gioia fu
conquistata».

From *La parola «Piangere»* (*The word «To Cry»*),
Gianni Rodari

*This issue of Hecl is dedicated to the children of the earthquake-
devastated province of Sichuan in China, hoping that all the
tears which have been shed will wash the wounds of the hearts
of all those suffering*

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Abstracts*

Marina Gazzini, *Lay Confraternities and youth education in Renaissance Italy. The Grassi and taverna schools in Milan*

At the end of the XVth century, a few lay confraternities of Milan founded two primary schools, which were called the Grassi School and Taverna School. These institutions became centres where children and young people could meet, socialise and receive education in grammar, mathematics, and religion. If medieval confraternities typically introduced young people to the Christian and urban adult society, the charitable initiative of the Milanese confraternities – the specific foundation of elementary schools – had unique features. The present article focuses on the relationship between youth and lay confraternities in Renaissance Milan from three points of view: characteristics of youth associations; involvement of the largest lay confraternities and the local patriciate in youth education; and the tension between education and social control.

Keywords: Primary Education; Private School; Urban Youth; Youth Organisation; Social Control; Italy; XVIth Century

Elisabetta Patrizi, *Carlo Borromeo, Archbishop of Milan, amongst religious disciplining, pastoral renewal and Christian education (1564-1584)*

The twenty year period of pastoral action of the Milan Archbishop Carlo Borromeo, are examined in the light of the “social disciplining”, that was a basic component of the Reform, and a sign of the evolution of the modern State and society after the Tridentine turning point. The Borromaic pastoral aimed at putting into effects the Tridentine decrees, and in this connection the historical sources testify the impressive confession-building process which took place in the Milanese area. This process ended with the realisation of a series of new models, such as: the *pastor-bishop*, i.e. the bishop-educator and promoter

* Keywords are chosen from the list of descriptors in the European Education Thesaurus (EET-TEE), which has been created by Eurydice in order to facilitate the semantic indexing in databases on education in Europe (<http://www.eurydice.org/portal/page/portal/Eurydice/TEE>).

of a “popular” and active dimension of the Counter-reformation; the new Church, with its hierarchical and centralised organisation, aimed not at abusing, but at disciplining and supporting Christian people; the clergy, which was spread across the territory through churches, parishes, and monasteries as well as secular confraternities, and which merged into spiritual animation, education and assistance towards the faithful.

Keywords: Christian Education; Catholicism; Moral Education; Social Control; Italy; XVIth Century

Alberto Carli, Elisa Mazzella, *Ophelia at the museum. Venuses and anatomical models in the teaching of obstetrics between the XVIIth and XVIIIth centuries*

The history of medical education has been deeply affected by the use of wax anatomical models in Italy since the XVIIIth century, when in Bologna’s Archiginnasio and Florence’s Specola two of the most important schools in anatomical ceroplastics were established. Anatomical preparations of Specola are examined from an artistic point of view – i.e. the figures of artists and modellers who operated in Florence. But also the scientific perspective – i.e. the history of medicine – and the didactic perspective, from the point of view of both teachers and pupils such as surgeons and especially of midwives and obstetricians, emerge in all their importance – as clearly manifested by the magnificent *Suppellex obstetricia*. In their quality of scientific, artistic, museological and didactic objects, wax anatomical preparations are one of the most interesting examples of the intertwining between arts and science.

Keywords: Anatomy; Higher Education; Para-medical Instruction; Italy; XVII-XVIIIth Centuries

Giuseppe Bonvegna, *Come educare la nazione? Newman e l’Idea di Università / How to educate the nation? Newman and the Idea of a University*

In the essays which constitute his work *Idea of a University*, the Rector of the Catholic University of Ireland John Henry Newman (1801-1890) clearly manifests his educational proposal, which aims at founding a Catholic education based both on the link between immanent and transcend dimension, and on the liberal ideal of the English *gentleman*. In Newman’s reflection the *educated mind* meets the *religious mind*, a conception which allows to retrace a new and central role of the University. The pedagogical ideal proposed by Newman to his contemporaries was a Catholic ideal, not only because it was complying with the doctrine of the Church, but rather because it was grounded in trusting the “human” in all of its components, and consequently in considering that a well-learned man – i.e. according to the best liberal educational tradition – could freely embrace faith and religion.

Keywords: University; Higher Education; Catholicism; Principles of Education; Ireland; XIXth Century

John Ramsland, *The myth and reality of Point Puer*

Point Puer (Port Arthur, Tasmania) was a small peninsula where boys from 9 to 18 years were housed in a penal colony during the years from 1833 through to 1849. Whilst in use for only a short period, the reformatory devoted to the treatment of young criminals, who were enclosed many miles from their place of birth, left a strong imprint in Australian literature, which has always been sensitive to troubled childhoods, ever since the influence

of Charles Dickens. Especially in his famous novel – first published as a serial in the «Australian Journal» between March 1871 and June 1872 – and entitled *For the term of his natural life*, Marcus Clarke created indelible, emotionally-laden images which produced a long-standing historical myth, strictly woven into popular Australian culture.

Keywords: Juvenile Delinquency; Juvenile Detention; Prison; Social Control; Australia; XIXth Century

Anthony L. Smyrnaiois, *Manuals of conversion: Protestant missionary schoolbooks in Greece during the 19th century*

This paper outlines the enormous printing activity of Protestant missionaries in Greece during the most part of the 19th century. The press, being to a great extent part and parcel of the spirit of Reformation, found its hopeful and happy application to the giant enterprise of protestant missionary societies in Greece and the Mediterranean. The missionaries' letters record that millions of religious books, schoolbooks and tracts were distributed in this area, with the secret aim of converting Eastern Christians to Protestantism. The sleepless printing-presses in Malta, the Ionian Islands, Athens, Syra, and Smyrna, significantly contributed to the advent of a Greek and Ottoman *Gutenberg epoch* in the 19th century; this energetic activity, however, seemed at last to contribute almost exclusively to the enforcement of the literacy of the Greek people.

Keywords: Textbook; Protestantism; Religious Education; Religious Organisations; Printing; Greece; XIXth Century

Fang Weiping, *Western anthropological thoughts and modern children's literature theory in China: the case of Chou Tso-jen*

It is generally agreed that modern Chinese children's literature theory came into its earliest being around the turn of the 19th and 20th centuries, and had its progress paralleled by the social-culture revolution then sweeping the whole country. Scientific description of such a period of history would not be achieved without taking into consideration the historical phenomenon called the *Eastward Transmission of Western Learning*. The figure of the writer and teacher Chou Tso-jen (1885-1967) is emblematic of the heavy tempest which was caused by the crash between eastern and western cultures – especially with reference to the influence of anthropological scholars such as Andrew Lang, E.S. Hartland, J.A. MacCulloch –, and whose essays were at best a kind of warming-up for the birth of modern Chinese children's literature theory.

Keywords: Children's and Youth Literature; Fairy Tale; History of Education; Literary History; China; XIX-XXth Centuries

Robert Hampel, *Testing medical students at Harvard, 1870-1930*

The transformation of the medical schools in America is followed through a study of tests taken by students at the Harvard Medical School, which represents a particularly interesting case for historians of medical education because it became the premier medical school in the country after World War I. The analysis focuses on the years from the 1870s, when the pace of curricular change accelerated rapidly, through the 1920s, the decade when the key components of the modern medical school were firmly in place. Throughout those years, most instructors gave short answer final exams requiring recall rather than interpre-

tation, synthesis, or problem-solving. The greatest change, comprehensive exams, addressed the enduring problem of the gap between the pre-clinical and clinical coursework. But the new exams also marked an ambitious effort to treat medical students as graduate students capable of independent and scholarly work.

Keywords: Medicine; Higher Education; Hospital Teaching; Examination System; USA; XIXth Century

Ken Yasuoka, *The policies for a nationalistic education in Japan in the Meiji Period*

With the Meiji Restoration in 1867, Japan finally ended the policy of “national isolation” (*Sakoku*) – which had aimed at rejecting western colonization – and started an epoch of general modernisation in various fields. In this period, the feudal social system was abolished, and western culture was absorbed and harmonised with the traditions. The reflections on education are analysed in depth, from the fundamental code of education which was issued in 1872 onwards, through the following laws and the leading historical figures that developed the new ideas of education. Starting with the enlightened principle of education for all the people, education became a process aimed at modernising the country by developing industrial revolution and international competition; at the same time, the education of uncritical subjects loyal to the state was emphasised to such a point that the nationalistic education is hypothesised to have been the first cause of the atrophy of modern Japan, and of her collapse half a century later.

Keywords: History of Education; Principles of Education; Education System; Government Policy; Nationalism; Foreign Relations; Japan; XIX-XXth Centuries

Mariella Colin, *L'Italie et les Italiens vus par la littérature enfantine, entre Second Empire et Troisième République*

It is well known that the self-affirmation of nationalities – which was especially strong in the XIXth century – also generated in Europe the national stereotypes of identity and alterity. Within this phenomenon, which is typical of the long history of mindsets, some stereotypes of the “Other” have known their own cycles of existence. In the period between the Second Empire and the Third Republic in France (which corresponded to the building of the Italian Kingdom), the French stereotypes of Italy and Italians originated from the tensions and contrasts between the two countries, and were received and made durable by the continuity of children’s literature. The numerous great classics which were written during the so-called “golden age” of French children’s literature, give back to us the mental images of an epoch.

Keywords: Children’s and Youth Literature; Conceptual Imagery; Perception of Others; Foreign Relations; France; XIXth Century

Anna Ascenzi, *The Pigna Paper Mill and the exercise books of the «New Italy» (1870-1960)*

For the very first time this in-depth paper studies the archives of the historic Paolo Pigna Paper Mill in Alzano Lombardo (Bergamo, Italy), which played a leading role in Italian history and culture: so much so that it ended up with fusing its own image to the very market where it operated, that is, the Italian schools. After being taken over by Paolo Pigna in 1867, the great paper mill immediately became known not only for its high-quality produc-

tion but also for keeping abreast of technology and emerging in a sector of the economy, which in the mid-1800s was fragmented into a multitude of small and poorly mechanized artisan workshops. The Author retraces one hundred years of the history of the company and its production for schools: in particular its production of exercise books – a simple but effective and all-pervading medium of iconic-verbal messages (moral, educational, propagandistic, religious, etc.).

Keywords: History of Education; Teaching Aid; Equipment; Publication; Industrialization; Propaganda; Italy; XIXth Century

Giorgio Chiosso, *La stampa scolastica e l'avvento del fascismo / The journals for teachers and the advent of Fascism*

Following a trend which was common to other European countries, in Italy too, the journals for teachers increased after the Unification, until reaching their maximum in the 1920s as regards the number of headings printed and copies sold. The aims were many and different: to help teachers in their daily work; to take part in the school debates, which were connected with the emerging professional identity and the social role of teachers; and finally to defend the “class interests” through the associations’ bulletins. The history of teachers’ journals is rebuilt between 1900 and 1920, together with the portraits of editors, journalists, publishers, intellectuals and politicians, but also through the voices of the elementary school teachers, in the crucial years which saw the birth and the establishing of the Fascist ideology and educational politics.

Keywords: Teacher Role; Periodical; School System; Educational Policy; Fascism; Italy; XXth Century

Dorena Caroli, *Russian and Soviet Schooling: Educational Legacies, Institutional Reforms and National Identities*

The history of schooling has always represented an important area of research for specialists in Russian and Soviet history. Western scholars have gradually shifted their interest from pedagogical theories to the analysis of school systems understood as complex systems of educational norms, institutional aspects and national identity. This was exactly what had happened after the collapse of the Soviet Union, when the Russian experts in education revealed a marked inclination to renew their research topics and methodologies. The main historiographical studies on the Russian and Soviet school systems in a *longue durée* perspective are reviewed, in order to analyse the different – but also the common – features, aims and ideologies which were underneath the changes in educational politics, the educational reforms, the main debates among pedagogues and organisational-didactical aspects of school practices, in the period from the Tsarist Autocracy through to the Soviet government.

Keywords: History of Education; Education System; Pedagogical Theory; Russia; XXth Century

Manuel Ferraz Lorenzo, *Educación y ciudadanía en España hasta 1975: una construcción histórica forjada de equilibrios y dependencias / Education and citizenship in Spain until 1975: a historic construction forged through balances and dependences*

The essay aims at revealing the narrow existing relation between citizenship and education to create the social cohesion necessary destined to fortify certain policies and concrete

models of States. The Spanish case is exemplary in this respect, because it allows us to analyse the evolution and historical adaptation of both concepts to the different necessities of the formation in the power throughout the contemporary stage. A slight analysis is carried out about the general historical-educational antecedents, i.e. the philosophical-literary sources illustrating the changeable concept of citizenship from antiquity to the present day, together with the examination of the Spanish educational legislation aimed at forming the future citizen. The school emerges as the institution which is par excellence destined to cultivate the citizenship, and to make a “generic and polysemic expression” a reality.

Keywords: History of Education; Political Education; Citizen Participation; Educational Legislation; Spain; XXth Century

Laura Detti, *Un autore per adulti o per ragazzi? Ipotesi sulla lingua di Italo Calvino / An author for adults or for children? Hypothesis on the language of Italo Calvino*

Considered a brilliant writer for adults and not for children, the great Italo Calvino is however remembered as a “childhood writer”, that is as a careful onlooker of the world, through that “privileged look” which is typical of children. Children in fact come out – as a real constant presence – in the unforgettable pages of Calvino, since children are the protagonists, or the crucial characters, of his tales. Another constant presence is the reminiscence of the juvenile readings, i.e. Calvino-the-child, who always plays along with Calvino-the-adult, writer and reader, in his continuous search for the pleasure of reading a story. The literary and essay writing of Calvino, are analysed from the post-war period to the 1960s, in order to retrace the theoretical and stylistical routes of the writer, and, at the same time, to enlighten the issue of the same definition of literary areas which are destined to childhood and youth.

Keywords: Literature; Story Telling; Writing; Reading; Children’s and Youth Literature; Italy; XXth Century

Diego Erba, *Libri di testo ticinesi. Il Fondo del Centro Didattico di Massagno / Ticinese textbooks. The collection of the Didactical Centre of Massagno*

The book collection of the Didactical Centre of Massagno – under the Department of Education, Culture and Sport (DECS) of Canton Ticino – offers the chance to think over the history of educational publishing aimed at the pupils in the public school of the Italian-speaking canton of Switzerland. Since the first publications, which were arranged by the so-called “father of the Ticinese popular education” Stefano Franscini (1796-1857), the Author makes a slight review of Ticinese textbooks, which constitute an outstanding source for studying the history of schools between the XIXth and XXth centuries.

Keywords: Textbooks; History of Education; Public Education; School System; Ticino; Italian-speaking Switzerland; XIX-XXth Centuries

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