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& CHILDREN'S LITERATURE
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Abstracts

Vitaly Bezrogov - Galina Makarewitsch, *The world of adults and the world of children in present-day Russian early reading books (family and search for an educational ideal in post-Soviet Russia)*

The first school reading textbooks of Post-Soviet Russia is the field where many cultural, political, and educational influences meet: pedagogy, state bureaucracy and educational theory mix with one another on the cultural field of the images of the ideal adults together with the ideal world to be presented to pupils. The investigation into recent Russian elementary school reading textbooks – and in particular into textbooks printed in 2002–2003 which won the high governmental award for this genre – reveals how the majority of the explicit old levels of the Soviet times' textbooks have survived in the new books as implicit ones, and how current everyday life helps them not only to survive but also to be renovated. The transition between many Soviet and Post-Soviet realities, through this given example of present-day Russian elementary schoolbooks, is traced through a detailed examination of texts and images of parents and other relatives, neighbours and strangers, etc. The interesting outcome of the research reveals a vague family concern in these Russian schoolbooks, a very low percentage of parents' images in comparison with other adults, and strict traditional social roles of them – which can probably be explained, first of all, by the uncertain social realities within the family situation and, secondly, by the low attention paid to family education in previous Soviet times.

Keywords: Textbook; Early Reading; Primary School; Family Education; Sociology of Family; Adult-Child Relation; Russian Confederation; XX-XXIth Centuries

Roberto Sani, *Toward a history of special education in Italy: schools for the deaf-mute from the Napoleonic era to the Gentile Reforms*

Overlooked by the historiographical-pedagogical research – and victim of a cultural prejudice, which considered it a minor field of education – the history of the special education in Italy, and in particular the education for deaf-mutes, is here considered from its very beginning in the pre-unification years of the 1800's. The essay reconstructs the history of the first Italian institutes for deaf-mutes, in nearly all cases promoted by religious orders such as Piarists, Somaschi and Daughters of Charity of Vincenzo de' Paoli together with many other religious congregations. Based on the *French model* by the Abbot Charles-Michel de l'Épée, these private religious institutes were in fact in line with the larger social, welfare and educational work of the Church for the poor and abandoned youth. After the pedagogical reflections on teaching methods made by Severino Fabriani, Tommaso Pendola, Don Giulio Tarra and others, the first foundations were laid for the education of deaf-mutes as a complete *science*, but some existing problems were underlined as well. The Unified State inherited a difficult and fragmented situation, with regards to the curriculum and teaching methods, the special schools' status, the disparity between North and South-Italy. To these and other issues (i.e. the legal recognition of schools and teachers, the public financial support, the extension of the compulsory education to deaf-mutes), a first solution came from the Gentile Reform of 1923, which started in Italy a new historic phase in the education, and consequently in the special education of the deaf-mute.

Keywords: Deaf-dumbness; Special Education; Special School; Remedial Teaching; Sign language; Educational Reform; Italy; XIX-XXth Centuries

Sira Serenella Macchietti, *Le scuole delle Maestre Pie Venerini: un'istituzione educativa della Controriforma / Schools of Maestre Pie Venerini: an educational institution of Counter-Reformation*

The history of public and free schools for young girls of humble origins is seen along through the reconstruction of the life and work the Italian educator Rosa Venerini, from Viterbo (Italy). The Counter-Reformation had paid a renewed attention to women's education, thanks to the new declaration of the sacramentality of marriage. Therefore many educational institutions connected to women's religious congregations were established in order to free women from ignorance and allow them to conquer her own right to make free and responsible choices through independent work and economic autonomy. At the base of this education was always the will to love God through the love for our neighbours as well as educational charity. In the "new" schools (free and open to young girls with no distinction of social class) established by Rosa Venerini in 1685, there were three teaching perspectives: the religious one, the educational one and the operational one (work): performing prayers, lessons and both morning and afternoon practice made up the day. The rediscovery of women's education passes through both Christian and human formation, testifying to Venerini's spirituality, educational charity and pedagogical intelligence.

Keywords: Girl's School; Private School; Religious Education; History of Education; Italy; XVIIth Century

Giorgio Chiosso, *Dal mestiere alla professione magistrale. Note sul lavoro dei maestri elementari nel secondo Ottocento / Schoolteaching from practice to profession. Notes on the work of primary schoolteachers in the second half of Nineteenth century*

The history of the teaching profession is the starting point for analysing many complex aspects: from the one hand, the maturing of the Italian school system – with the connected issues of education and recruitment of teachers, the organization of the *normal schools*, the development of female teaching profession, the social conditions of teachers – and, on the other, the history of school publishing and of journals for teachers, the relationship with the pedagogical line of thought as well as with the political life. The establishment of a sound professional model for teachers, which slowly emerged from the primitive idea of a “craft” – conducted and transmitted through praxis and habits typical of artisan practices – represents a change which was consistent with the task that the ruling classes entrusted the school-teachers (both men and women) with: to constitute the meeting point between the new liberal values and the illiterate masses, through a model of the “ideal citizen” embodied by the teacher. Despite the difficulties of a not always easy course (especially in the rural world), the increasing schooling of the Italian society, the ministerial organization of the teachers’ work within the framework of the exercising of the “State’s educational right”, and finally the pedagogical reflection on methods and teaching, all these components took part in making the school-teacher a crucial figure in building the identity of a nation which had only recently been unified.

Keywords: Teaching Profession; Teacher Education; Teacher Status; Educational Reform; School System; Primary School; Italy; XIXth Century

Honoré Vinck, *Le manuel scolaire au Congo belge. L'état de la recherché / Schoolbooks in the Belgian Congo. The state of the art*

An overview is provided of existing research into texts and schoolbooks used during the colonial period in the Belgian Congo. Such research is important for our understanding of several related domains and subjects, such as colonial school history, changes in pedagogical methods under new circumstances, the history of the African written languages, and the influence of the colonial ideology on the education system. Collections of textbooks exist in Belgium, the United States, the United Kingdom, the Vatican City, Scandinavian countries and in the Democratic Republic of the Congo. Publishers were mostly local missionary societies and printing was done locally, even if a limited number appeared in the mother country. Textbooks in French, rare in the early years, became more frequent from the late 1920’s onwards. The authors were mostly missionaries, most of whom lacked any appropriate pedagogical training. Insights into how textbooks were used in the actual practice of the classrooms can be gained from inspection reports, interviews with former pupils and articles in Belgian mission periodicals. Their influence and impact can be inferred from contributions in local Congolese magazines, in which both authors and users published their comments and ideas.

Keywords: School; History of Education; Education System; Colonialism; Textbook; Publishing Industry; African Languages; Congo; Belgium; XIX-XXth Centuries

Carla Ghizzoni, *Maestri e istruzione popolare a Milano negli anni della Prima guerra mondiale / Schoolteachers and popular education in Milan in the years of First World War*

The history of school, especially the primary school, in the Milan area during the Great War (1915-1918), offers an example of the educational policy of the Socialist local government, as well as the school-teachers' role in those years. Activities for the moral and material protection of pupils and soldiers' sons, and more in general of families in trouble, are examined. Despite the cuts in expenditures, the classrooms' requisition, the loss of teachers who were called for military service, the Town implemented a rationalization of resources (part-time work, double turns, the use of supernumerary women teachers) which allowed didactical activities to continue. Again, they implemented an assistance-network which – in addition to the usual helps (free school-meals, stationery and textbooks) – included new initiatives. These, defined by the A. as the result of the “forced modernization” caused by war events, and inspired by the principles of Socialist Reformism, were the City Summer Holiday Camps, amongst whom there was the famous holiday camp for air and heliotherapy of Parco Trotter. But also the action of the teachers was important. At beginning hesitating between pacifism and patriotism, school-teachers and their associations ended up offering both humanitarian and welfare help to people in need, and supporting the youngest through an action of patriotic acculturation and national propaganda (national loans, consumptions control, support to soldiers at the front etc.) – which further and more alarming implications would have in the forthcoming years of Fascism.

Keywords: History of School; School-Community Relationship; Teachers' Organization; Child Care; War; Propaganda; Socialism; Italy; XXth Century

Anna Ascenzi, *Education for democracy in textbooks: the case of history texts in Italian schools in the years following the Second World War*

After the fall of the fascist regime, the debate on the reconstruction also regarded the reorganisation of Italian school and especially the new role of textbooks as means and vehicle for a genuine education to the spirit and the values of democracy, and for the embedding of a new idea of citizenship. Textbooks had largely been used as an ideological and political instrument for the consensus building during the Mussolini regime – it is enough to mention the Unique State Text in the elementary school, or the systematic substitution, in the secondary schools, of the old humanistic and juridical textbooks with new ones, rigorously following the directives of the regime. The issue of defascistization and revision of textbooks was initially raised by the so-called *Partisan republics*; then, it was taken upon itself by the Sub commission for Education of the Allied Military Government (led by the American educationalist Carl Washburne) through a central Ministerial Control Commission and a series of Regional Commissions; and finally was faced by the Ministry of Education of the years of the Republic. The complex aspects of the educational system reconstruction, the urgency for the promotion of a democratic conscience in the younger generations, and finally the publishing industry policy, are analyzed from the crucial point of view of the production and adoption of history textbooks – and the relevant issue of teaching of recent history – in the period 1944-1963.

Keywords: Textbooks; Twentieth Century History; Teaching; Democratization; Political Education; Italy; XXth Century

Riccardo Pagano, *La pedagogia di Gaetano Santomauro tra ricerca teoretica e orientamenti valoriali / The pedagogy of Gaetano Santomauro between theoretical research and orientation of values*

The line of thought of the Italian pedagogist Gaetano Santomauro (Minervino Murge 1923 – Bari 1973) is analysed in depth in the light of the biunivocal relation between pedagogy and culture, viewed in a historical perspective. According to Santomauro, the pedagogical research is a cultural fact, therefore it must be placed within an exact and historically given social and cultural system. In a precise historical epoch, the pedagogy from universal tends to become an *in situ* pedagogy, that is to say, it tightly links up many social, historical, cultural, empiric and pragmatic aspects. But, if the memory of the educational values transmitted by a cultural tradition, is the foundation of a pedagogical research, nevertheless the research inevitably contributes – as a continuous dialogue and *in itinere* research – to the progress of the same cultural system. Also the relation between theory and praxis reflects itself in the pedagogical research, in a complementarity which excludes the “critical distinction” between thought and practice, and which restores – once more – the historicity of the learner, a person historically given in society and the world. From the new-humanistic and personalist perspective of Santomauro, emerges the personal engagement of the pedagogist, who never lost sight of the improvement of the person, in the awareness that the grounds of the human condition are the same as a responsible research: the historicity, together with the collective spirit which comes true inside the social group.

Keywords: Pedagogical Theory; Philosophy of Education; Theoretical Research; Humanism; History of Education; Italy; XXth Century

Alberto Carli, *Il volto nascosto della fiaba italiana di secondo Ottocento. Medicina, antropologia e folklore / The hidden face of the Italian fairy tale of the second half of the Nineteenth Century. Medicine, anthropology and folklore.*

Through the analysis of the literary fictional fairy tale (that is, without traditional origins) which spread in Italy in the post Unification period, the A. reveals important connections between this genre and the peculiar scientific culture of nineteenth-century Positivism. In a period when frequent mutual exchanges between literary authors and scientists made it possible to find scientific theories at the cutting edge inside popular narrative and, likewise, to find literary passages in popular scientific treatises, the literary fairy tale does not make an exception. On the wake of recovering the oral traditions – with which anthropologists, ethnologists and demopsycologists were busy – the fairy tale represents the perfect *trait d'union* between folkloric tradition and literature, between narration and medical-scientific observation. Authors like Emma Perodi, Luigi Capuana, Giuseppe Pitrè reintroduced, to the Italian public, the genre of fairy tale, following the characteristic rules of the nineteenth-century Fantasy and linking the neo-Gothic foreign literary movements, and the horrid sense of a not yet vanished Romantic literature, with the new cultural trends. Thanks to an in depth study on this literary genre, the A. – in addition to reaffirming the same connection of literature with the contemporary scientific spirit and with the popular tradition as well – leads us in disclosing in part the deepest origins of the modern fairy tale.

Keywords: Children's and Youth Literature; Fairy-Tale; Literary History; Literary Genre; Ethnology; Medicine; Italy; XIXth Century

Marco Moroni, *Instruction and economic development: agricultural schools in The Marche in the 1800's*

The theme of agricultural instruction in Italy – and its effects on the development of Italian agriculture – is examined for the period from the middle of 1700's up to the early 1900's, especially in The Marche region, with regards to the first autonomous initiatives and private associations, until the establishment of an institutional agrarian educational system assumed by the State. With the first elite initiatives of the agrarian academies (also conditioned by the agronomic culture of the Napoleonic age), enlightened landowners and cultured ecclesiastics cooperated in giving a first agronomic education to farmers through a specialized publishing (agronomic texts, but also “agrarian catechisms”) and special schools. Afterwards, the growth of the first institutes of agrarian instruction in Europe and Italy as well (the first one in Melegnano), showed a new experimental model for the secondary instruction: theoretical and practical schools with new study plans and programmes, including activities in experimental gardens. After the Unification of Italy, the reorganization of public instruction had to face the issue of agronomy teaching, that is the placing of the pre-unification schools in the new system, the avocation of agrarian academies, the organization of the new travelling schools, agricultural meetings and practical schools: in short, the founding of a new and unique Italian system of technical instruction.

Keywords: Agricultural training; Technical Education; Teaching Programme; Educational Reform; Educational System; Schools; Italy; XIX-XXth Centuries

Katia Montalbetti, *Origins and development of the experimental culture in the educational field*

In an epoch characterized by important economic and political changes, as the second half of the nineteenth century was, the new scientific course judged the unscientific method negatively and the experimental planned research became centred on the innovations. The same happened in human sciences and in the educational field, where industrialization and the economic and social progress presented new demands as for targets, policies, methods and tools in the battle against illiteracy. The application of the experimental and scientific method led to an elaboration of the educational science that is of pedagogy, or the child science. After rapidly spreading in Western Europe – where numerous journals, societies and faculties orientated toward this movement were quickly born – with the First World War the pedagogical fervour suffered a heavy decline. Through the analysis and comparison of the leading figures and works of the late 1800's until the early 1900's in Germany, France, Swiss, England, Italy and Belgium, the A. examines the role of pedagogy in the origin of the experimentation in education, which highlighted the, often conflicting, development of two pedagogical trends: the experienced pedagogy and the experimental pedagogy. The relationship between positivistic experimentalism and traditional theoretical-deductive conception of pedagogy, are analyzed with regards to the epistemological foundation of pedagogical thought.

Keywords: History of Education; History of Sciences and Humanities; Experimental Research; Educational Innovation; Experimental Education; Experiential Learning; Western Europe; XIX-XXth Centuries

Davide Montino, *Libri e giovani lettori tra XIX e XX secolo: un percorso di tipo qualitativo / Books and young readers between XIXth and XXth centuries: a qualitative route*

The essay tries to define – through the analysis of documents such as memoirs, diaries, exercise books, class registers and surveys – which reading customs were being carried out by children and young people between XIXth and XXth centuries, both privately and in the school environment. Between a tendency to an educational reading controlled by adults, and an individual and intimate reading, orientated to personal tastes – the evidence restores increasingly diversified choices by the young. Also the surveys which, since the early 1900's, schoolteachers, researchers and journalists had carried out among students; as well as the same notes made by children in their exercise books; and finally the registers of the books held by the class-library: all of these documents outline the picture of the books which circulated and were acknowledged. With the exception of some constants – such as the large use of the eighteenth-century novel, especially French and Russian, as a free educational reading – it must be recognized that just an absolute fragmentary character of books was predominating. Young readers read where and when they could, choosing from books which were available to them, mixing high and low genres, learned and popular authors, giving free play to their own ability in building paths through titles and authors. Paths which – most importantly – never followed prearranged directions, either by others or by themselves, but were the result of a continuous and often random exploration.

Keywords: Reading; Reading Taste; Personal Interest; Book; Children's and Youth Literature; Literature; Literary Genre; Italy; XIX-XXth Centuries

Francesca Borruso, *A Museum of Schools in the Capital Rome (1874-1938)*

The Historical Museum of Didactics, now dedicated to Mauro Laeng and located in the Faculty of Educational Sciences in the Roma Tre University, is the oldest museum of the history of school in Italy. Established in 1874 by Ruggero Bonghi, the Museum has since its beginning boasted a major collection of teaching objects, texts and notes, books on Italian and foreign laws concerning schools and theoretical and practical pedagogies, as well as the history of pedagogy and of educational institutions. The Museum went through variable vicissitudes: under several Directors, and different educational policies, the Museums lived through inaugurations, closings, removals and re-openings, until the final dispersion of objects, collections and books that occurred during the Second World War. The several denominations assumed by the Museum in the course of its history, that is from its birth in 1874 as the *Museum of Instruction and Education*, then successively to be reborn with the role of *Pedagogical Museum* in 1906, highlights changes which are not purely nominalistic but rather testify to the deep transformations and restlessness of post unification Italy. The historical context in which the Museum lived and worked was characterized by deep political-cultural transformations: in that transition era, the Museum witnessed the educational aspirations of the time, also testifying to the old widespread and symbolic pedagogical utopia of an “in-vitro experiment” of exemplary State didactics.

Keywords: History of Education; Museum; Teacher Education; Teaching Aid; Educational Policy; Italy; XIX-XXth Centuries

Juri Meda, *Sgorbi e scarabocchi. Guida ragionata alle collezioni storiche di disegni infantili / Scrawls and scribbles. A nnotated guide to the historical collections of children's drawings*

For a long time usually considered as simple scribbles, children's drawings have become, over the 20th century, an object of study for an ever growing number of experts and scholars. Psychologists and psychotherapists, semiologists, pedagogists, experts in didactics of art and image education, have studied the graphic language of children from several points of view. But only in the last years have children's drawings begun to be analysed also by historians, who have started a new historiographical trend which assumes drawings to be used as proper historical sources. This research has increased, especially after that the precursors, Alfred and Françoise Brauner, analysed – even though from a psycho-pedagogical point of view – the drawings made by the children who were victims of war, and demonstrated how these sources could document children's perception of historical events. Here, 42 extraordinary historical collections of children's drawings in Italy and in the world are reviewed, and for each one a description and other information about the institution where they are preserved, as well as the quantity and the chronological details, are given. With this first census the A., in addition to offering a first useful means for historians and educators, wishes to attract attention to this often ignored category of sources, and invites an ever increasing appreciation, both as regards their interpretation, and their collection and preservation.

Keywords: Childhood; Drawing; Archives; Historical Research; Adult-Child Relation; Conceptual Imagery; War; XXth Century

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