

Abstracts

Rethinking the Role of European Colonization on Muslim Educational System in Indian Subcontinent (1757-1947)

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ABSTRACT: This paper highlights influence of colonizers on the Muslim educational systems of the Indian subcontinent which has a mixed reaction among Muslim educationists – some of whom consider colonization as an actor of educational development and most of whom found the devastating impact of colonization on Muslim education. This deserves rethinking the role of colonization on Muslim educational systems because without reflecting on it, current Muslim educational development would be impractical even it would be unknown to the Muslims that how the present came into being and what trends will dominate in the near future. The British modernized the education of India and this modernization does not contradict the essence and target of Islamic education if the education integrates Islamic epistemology with learning resources. Perhaps the clash starts when the scope of Muslim education is thought as the madrasah education but in fact madrasah education is only a part of entire Muslim education system.

EET/TEE KEYWORDS: Muslim education; Colonization; XVIII-XXth Centuries; Indian subcontinent.

Schooling system in Galicia at the end of the 19th-beginning of the 20th centuries

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ABSTRACT: The aim of this article is to analyze the state of national education system in Galicia from the end of the nineteenth century through the beginning of the twentieth century, as well as the role of educational organizations and communities in its development.

EET-TEE KEYWORDS: National education system; Schooling; Educational community; Language of instruction.

Aprender a escribir para aprender a militar. Análisis de 18 dictados producidos por las Juventudes Socialistas Unificadas

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Learn to write to learn how to be an activist. Analysis of 18 dictations produced by the Juventudes Socialistas Unificadas

ABSTRACT: Among the numerous reforms made during the second Spanish Republic (1936-1939), Education system was, perhaps, what reflected in a better way the principles the new government wanted to spread. One of them was supporting cultural and educative politics that raised Spain to the level of other European countries. In this way, different initiatives were promoted in order to put an end to illiteracy, so they advocated for spreading education to reach every corner of the Spanish territory. The military uprising led by general Francisco Franco on July 18th, 1936 could not stop the educative motivation of the Republic, but the war soon started to conditionate educative and cultural programs on both sides, putting political issues into every single detail. This article analyses 18 dictates written during the first years of the Spanish Civil War by the Juventudes Socialistas Unificadas (JSU), kept nowadays in the Centro Documental de la Memoria Histórica in Salamanca. These documents are the starting point to explore relevant facts about popular education during the Spanish Second Republic and how it was held during the war. Besides, a linguistic and graphic analysis helps us to go into detail about the study of the writings made by ordinary people, which provides a deeper approach to the writing practices in fields sometimes forgotten by traditional historiography.

EET-TEE KEYWORDS: National education system; Popular Education; Spanish Civil War; XXth Century.

The revolution and the national primer: the Tatar «Alifba» of the 1920s- early 1930s

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ABSTRACT: 1920s and early 1930s was the time when the new generation of Tatar primers (alphabet books) acquired a fundamentally new ideological basis. The Bolshevik reform of the ethnic school education system aimed to free it from manifestations of «bourgeois nationalism» and religious «backwardness» and to create a new Soviet identity for both students and teachers. This inevitably resulted in truly «revolutionary» changes in Tatar primers and had a serious impact on both their contents and design. In this article we examine «transitional» Tatar Arabic alphabet-based primers of early and mid-1920s, which combined Soviet content with traditional patriarchal values. We also study the primers with Latin script that replaced them at the turn of the 1930s. These can be characterized by a gradual (although quite rapid) substitution of the ethnic discourse with the Soviet discourse. We trace the process of filling the primers with new, socialist content and their transformation into an important political and propagandist educational tool for new Soviet citizens – builders of the multinational socialist Russia.

EET-TEE KEYWORDS: Revolution; Reform of the educational system; Soviet identity; National identity; XXth Century.

Education in international congresses (late nineteenth century to early twentieth century)

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ABSTRACT: From the mid-nineteenth century to the early twentieth century, Professional Congresses sprang up in several countries. This article situates these events in the Universal Exhibitions and in Latin America, then to treat the specialties and social policies, especially in relation to childhood. It investigates the meaning of these encounters, locates them historically and questions the description that these congresses were essentially scientific activities, or even a practice begun by scientists, but reverberating into other spheres. The experts gathered to deal with proposals and standards for policies, legislation and social institutions, to organize the modern state and configure idealized urban societies and their institutions. Education had gained prominence as a factor in building the modern society. The circulation of ideas involved people engaged in intellectual functions, as well as ideas spread to the population at large, for whom the new products, institutions and cultural patterns would be designed.

EET-TEE KEYWORDS: National education system; Social institutions; Latin America; XIX-XX Centuries.

Between rhetoric celebration and social marginalization

The teachers' and headmasters' memory and celebration through the obituaries published in the school and teachers' magazines in the first century after the unification (1861-1961). Part One

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ABSTRACT: Through the analysis of more than two thousand *obituaries* published in some of the more prestigious school, didactic and teachers' magazines of united Italy – the magazines of Turin «L'Istituto» (1852-1894), «L'Osservatore Scolastico» (1865-1899), «L'Unione dei maestri elementari d'Italia» (1870-1920) and «La Scuola Nazionale» (1889-1901); the Milanese (then Roman) magazine «I Diritti della Scuola» (1899-1994) and, finally, the one of Brescia «Scuola Italiana Moderna» (1893-present) – the Authors retrace the evolution of the model of the elementary school teacher and school official in the different historical periods and in the light of different ideological, political and cultural contexts. They also provide a unique and original insight into the meaning given to popular education and to the struggle against illiteracy, as well as to the role of education and school in the construction of national identity and in the promotion of the values of citizenship in the various phases of the long – time Italian unitary process.

EET/TEE KEYWORDS: History of Education; *Obituaries* of Teachers and School Officials; Journals for School and for Teachers; Cultural Identity; Italy; 19th-20th Centuries.

History and Educational Argument. History, Education and History of Education in the Crisis of the First Modernity

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ABSTRACT: In the background of Rationalism and in the course of Modernity, history, as a discourse, rationality, memory and «master of life», and education, as a rational order of present and regarding to construct the future, met each other. History constitutes the foundation, condition and meaning behind education. Education was at the basis of Modernity. History is a retrospective vision of the process and the degree of development that humanity has achieved. Education encompasses conduction and transformation. The crisis and break away from the scholastic, in the transition from the first Modernity, are correlatives of the affirmation of history as a subject, with a discourse, a method and a curricular status. One century later, at the end of XIX century, history and education met each other as history of education and educational argument for a re-elaboration of memory experience, with a projective sense. Thinking out education with history has conferred the historian and historiographical (in)formation an irreplaceable position and a contribution in the equation of the present. I propose to document these ideas, with a European view and including a reference to the Portuguese case.

EET-TEE KEYWORDS: History; History of education; Educational argument; XIXth Century.

Bilingual education and language-of-education policy in Hungary in the 20th Century (1918-2008)

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ABSTRACT: Hungarian bilingual education is the first Central-Eastern European bilingual educational innovation following the Bulgarian model. In the present study the educational and language policy antecedents and circumstances of its introduction are to be presented. In order to understand the entire process, milestones in Hungarian educational history are to be discussed, among them, the language policy decisions directed at making Russian compulsory, which restricted the opportunities to learn other languages. As a result of this, the «hunger» of the society to learn other foreign languages continuously increased, and it was to be eased in a unique way by the introduction of bilingual education. The beginning of the project coincided with the period of the 1989-1990 political, social and economic transition; therefore it reveals how political opening and closing occurred in this social subsystem. It is also an emphatic objective of the paper to describe the three crises which the developers of the bilingual school network had to face: (1) steps forward and back in language-of-education policy; (2) prestige vs. capacity of central development, (3) the application of the language-of-education policy, the first year.

EET-TEE KEYWORDS: Bilingual education in Eastern-Europe; Learning of Russian and other languages; Language of education history; Language of education policy; First and second World War.

The representation of childhood in the discourse on the rights of the child in the twentieth century

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ABSTRACT: In the framework of supranational policies, during the twentieth century we have witnessed the construction of a discourse on childhood, which has become universal and hegemonic. The aim of this article

is to analyse how the approach to the rights of the child set a new paradigm for understanding childhood. To that end, the document corpus analysed is composed of the texts of international treaties, as well as reports by UNICEF and the General Comments by the Committee on the Rights of the Child. This substantive documentation allows us to observe the transformations, contradictions, continuities and ruptures in the discourse on childhood.

EET-TEE KEYWORDS: Childhood policies; Children's rights; Humanitarian organizations; XX Century.

Children travelled to India too

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ABSTRACT: Margareta Petersson took her doctorate in 1988 with the dissertation *Indien i svenska reseskildringar 1950-1975* [India in Swedish Travel Accounts 1950-1975]. In that study Petersson problematizes travel writing as a genre and discusses whether it should be regarded as documentary or fiction. Furthermore, she focuses on the picture of India that is conveyed in a number of travel accounts, how they are tied to their time, and what values and patterns of thought, here called norms, are established. In my article I proceed from part of Petersson's analysis to study how travels to India have been described in some Swedish books for children. I consider travel literature as a genre with reference to child readers, and I examine the context in which the narratives arose. I also examine how the image of India is constructed in these accounts and how this image is coloured by the genre affiliation of the narratives and the time when the story was written.

EET-TEE KEYWORDS: Travel Literature; Children's book; Children's and Youth Literature; India; XXth Century.

Emilio Salgari conteso e rifiutato

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Emilio Salgari contested and rejected

ABSTRACT: Why generations after generations of young readers have loved Emilio Salgari and on opposite the literary criticism has expressed a refusal or a silence on his work for a lot of time? The essay offers many different reasons about the extraordinary reception of Salgari among the young people to the beginning of the XXth Century and the contribution explains the literary and educational reasons that are at the base of some critical position in the same years. The different visions around Salgari between young readers and adults can be understood analyzing the texts through the actual critical – interpretative lines. The Salgari's novels introduce contents and narrative techniques that favored the birth of the reading pleasure in the young readers and the cooperative relationship among author and reader during the XXth Century. In this context a new and modern children's reading develops itself and it overcomes the liberal educational and prescriptive logic that there was in the XIXth Century. Only after a long time it is possible an integration between needs of the young reader and educational demand: in the second part of XXth Century this integration becomes in mature and stable forms.

EET-TEE KEYWORDS: History of children's reading; History of children's literature; Literary criticism; Young readers; XXth Century.

On the liminality of the picturebook: the case of mix-and-match books

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ABSTRACT: The aim of this paper is to carry out a theoretical analysis of different picturebook types as well as other similar publications such as pop-up books and lift-the-flap books. This includes taking a closer look at the recent publishing trends of mix-and-match books within the genre of publications which function as design objects and recent Portuguese children's literature in particular. Children's picturebooks have similarities with other publishing genres, such as toy books, and pop-up books. Lift-the-flap, flip-flap or touch-and-feel books are other publications which also function as objects, often comparable to a collectible item, imbued with unique characteristics, where physical manipulation and the interaction between the reader and the book are an essential part of the reading process. Mix-and-match books, which are very often hard cover books and targeted at pre-readers, are often created for the purposes of playfulness and limited to ludic manipulation, and have not been the focus of particular critical attention. They are usually characterized by the horizontal division of the page into sections, which allow a combination of the various flaps and the creation of multiple images. Some recent mix-and-match books have shown the potential to branch into other areas, diversifying and enriching the range of publications through the use of humor, parody and nonsense. They also increase the variety of possible interpretations through interaction, questioning and reflection, particularly with regard to gender issues. The fragmented nature of the genre, as well as its openness, as a result of the absence of text and implied narrative, both in physical and/or material terms, are other aspects to be taken into account when analyzing these publications, which alter the traditional act of turning the page as well as the reading process itself. Highlighting the hybrid, multimodal and chameleon-like nature of the picturebook, our objective is to contribute to a reflection on this genre of contemporary literature, which is in constant development and the target of increasingly more elaborate experimentation.

EET-TEE KEYWORDS: Picturebook; Children's literature; Gender studies; Portugal.

Fotografía y construcción de la memoria escolar

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Photography and construction of school memory

ABSTRACT: Beyond its potential as sources, or its ability to evoke individual memories, school photographs have also contributed to the construction of a school collective memory. Of these three great potentials of the school photography, testimonial, creative and evocative, this paper attempts to approach the second to analyze the role played by some photographic products in the construction of school memory.

Specifically discuss some of them: school portraits souvenir, graduation boards, photographs or promotion group and school yearbooks as products based on image and created, as above, to the memory.

EET-TEE KEYWORDS: Photography; School memory; History of education; School history.

Non-Formal Education in Ukraine in early 20th Century: aspiring for better life or learning to live in crisis?

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ABSTRACT: The paper analyses the activities of children's organizations in the first decade of the 20th century. They were years marked by pressure of the weakening monarchy on raising democracy processes, and active political struggle and anticipating change. Differentiations in social stratification, earlier children's inclusion in community life are presented as factors resulting in emerging numerous children's organizations. They ranged from non-formal self-organized gangs of marginalized children to strictly structured political children's associations. They were powerful enough to draw attention of the government, the church, political parties, as well as the army to the existing problem with the view to use their potential. The forms of their relations are presented with the emphasis on the ability of children's organizations to modify the further life of the children participating in them.

EET-TEE KEYWORDS: Children's organizations; Children's movements; Scout organizations; Ukraine; XXth Century.

Web 2.0, social networks and the history of education in Spain: creating a scientific collaborative space (HistoEdu.net)

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ABSTRACT: In recent years, there have been many projects and experiences trying to exploit the possibilities that Web 2.0 can offer, not only in terms of research but also for teaching and learning processes in different fields of the human knowledge. This article discusses its implications for the community of educational historians in Spain, as it reviews the main contributions since the beginning of the 21st century up to the most recent creation of a scientific historical-educational collaborative space or social network HistoEdu.net

EET-TEE KEYWORDS: Social network; Scientific collaborative space; Online working; History of Education.

Il nostro tempo «non ammette una ordinaria amministrazione». L'arcivescovo Montini e i fermenti della Chiesa milanese

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Our age «does not admit an ordinary administration». The Archbishop Montini and the ferments of the Milanese Church

ABSTRACT: The essay analyzes the pastoral action of Giovanni Battista Montini, archbishop of Milan, during the transformation of the city and the diocese that challenged the cornerstones of the pastoral tradition of Milan: parishes, oratories and associations of Catholic Action. From the analysis of the records conserved from the secretariat of the archbishop is possible to discover the way that Montini dealt with new ecclesial experiences and groups that involved a growing number of laymen and priests. These groups had required an accurate evaluation from who had the administration of the diocese because their characteristics put them out of the ordinary pastoral action. The purpose of the paper is to show the approach of the Archbishop to the whole overview of the extraparish experiences of aggregation that flourished in the Ambrosian diocese, not connected with the Catholic Action. Among these there were spiritual families, associations of lay and clergymen, first attempts of «new communities» and ecclesiastical movements in fieri, as the Focolare movement and Gioventù Studentesca of father Luigi Giussani, which first developments correspond with the years of the Montini's episcopate.

EET-TEE KEYWORDS: Christian Education; Catholicism; History of Church; Italy; XXth Century.

Juvenile Justice Measures in Italy: the creation and development of Communities for Minors

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ABSTRACT: Communities for minors were spread in Italy by the New Code of Criminal Procedure for Minors (Decree September 22, 1988) and by the subsequent Legislative decree (July 28, 1989). They were established across the country, with many differences at a local level, as branches experimented with different approaches and strategies, all with a view to improve their effectiveness. They were characterized by a comfortable and reassuring pattern of internal relationships, sufficiently open to encourage and support the autonomy of the minors, the strengthening of their social skills and their working abilities, and also to promote their re-integration into society. The article aims to show how the juvenile penal system changed in the 20th century: from a previous system involving institutionalized treatment, linked to the principles of isolation and depersonalization, to the development of services based on the education, protection and promotion of the individual. It then reconstructs stages in the development of the institutions of Communities for Minors, with particular reference to the community of Bologna and Reggio Calabria, reconstructing their operations in the treatment of juvenile deviance and setting them in their social and political context both local and national. The article tries to deal with the complexity of the subject through a methodology which involves operating at several different levels: the scientific literature, the analysis of the national laws on the management and re-education of deviant minors and the documents produced by the Department of Justice for Minors.

EET-TEE KEYWORDS: Young offenders; Reform of juvenal penal system; Culture of rights; Communities for Minors; XXth Century.

El Paulo Freire más actual deshaciendo falacias educativas. Una reflexión crítica sobre los procesos de creación y transmisión del conocimiento

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*The most current Paulo Freire over fallacies in education. A critical reflection on the process
of creating and knowledge transfer*

ABSTRACT: The paper analyses and explains the Paulo Freire's ideas on education in relationship to current problems of educational system. We stopped in the liberal conception of education in the consequences of the 'powers' as support of educational activities and the impact of new technologies applied to school learning. For this reason, we have transcended the author's own work and we have related to other reference texts that illustrate the validity of their ideas and the need to revisit the society like Freire did.

This can support us for improve a new approach about the discussion on education and society. To do this, we followed an interpretative methodology textual explanation with critical focus and extensive references.

EET-TEE KEYWORDS: Educational skills; Educational fallacies; Educational Technologies; Critical education.

La recente pubblicazione del *Dizionario Biografico dell'Educazione (1800-2000)* e un trentennio di ricerche storico-pedagogiche in Italia

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The recent publication of the Dizionario Biografico dell'Educazione (1800-2000) and thirty years of historical-pedagogical research in Italy

ABSTRACT: Through the contribution of three eminent scholars whose scientific production is focused, respectively, on the school history topics, on the educational processes and on the children's literature, this paper explores the characteristics and the special role that the *Dizionario Biografico dell'Educazione (1800-2000)*, directed by Giorgio Chiosso and Roberto Sani, recently published for the types of Editrice Bibliografica of Milan (2013, 2 vols.), covers in the context of historical and pedagogical and educational studies initiated in Italy during the last thirty years.

EET-TEE KEYWORDS: History of Education; Biographical Dictionary of Education; Historiography of Education; Italy; XIX-XXth Centuries.

L'opera dell'Associazione nazionale per la fondazione di Asili rurali per l'infanzia di Ottavio Gigli in un recente contributo

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The National Association for the founding of Rural Infant Schools of Ottavio Gigli and its activity in a recent contribution

ABSTRACT: Through the critical contribution of some of the most influential scholars of the history of the school and educational institutions in Italy in XIX and XX Centuries, the article examines the recent monograph by Anna Ascenzi and Roberto Sani, «Un'altra scuola... per un altro paese». Ottavio Gigli e l'Associazione nazionale per la fondazione di Asili rurali per l'infanzia tra lotta all'analfabetismo e Nation building 1866-1873 (Macerata, eum, 2014).

EET/TEE KEYWORDS: History of Education; Rural School; Nursery School; Illiteracy; Private Funds; Italy; XIXth Century.

Between History and Historiography

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ABSTRACT: *History and Historiography. Research on Contemporary Italian University* to draw a synthetic balance on the main nodes historiographical relating to higher education in Italy. The A. is particularly interested about the origins and evolution of the university organization from the unification to the II post-war period, with a particular attention to the real peculiarity of the Italian system: the so-called 'minor universities'. Then, secondly, he focuses on the rise of e-learning in the Italian university system and on the main results achieved by the recent historiography on the history of Italian universities.

EET-TEE KEYWORDS: University; History; Education System; Italy; XX-XXIth Centuries.

About «Space and Place in Children's Literature, 1789 to the Present»

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ABSTRACT: The collection under review is a furthering of the more generic research on space and place in literature. Space is one of the fundamental coordinates in human activities as well as in literature, and its importance is self evident. However, due to its elusive nature, progress in the field is continuous but slow. This collection begins with Peter Hunt's elucidation of the theoretical implications of the importance of space and place in children's literature, solidifies into a comprehensive examination of the issue in texts across genres, periods and nations, and ends with an epilogue written by Phillip Pullman, who stands in an authoritative position to give his inside understanding of its working. The collection accomplishes its mission of revealing the metaphoric trope of childhood as space.

EET-TEE KEYWORDS: Space; Place; Children's literature; Book Review.

O Mural do Tempo: Manuais Escolares em Portugal

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The wall of the time: textbooks in Portugal

ABSTRACT: Starting from the recent publication of Justino Magalhães, *O mural do tempo: manuais escolares em Portugal*, the present paper intends to initiate a reflection on the importance of textbooks during the centuries in the Portuguese school system well as on the role of textbooks in the formation of the collective mentality.

EET-TEE KEYWORDS: Textbooks; History of Education; Historiography; Portugal; XIX-XXI Centuries.

The revolution in school or a school in revolution. About a recent essay

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ABSTRACT: Starting from the recent publication of Joaquim Pintassilgo, *O 25 de Abril e a Educação. Discursos, práticas e memórias docentes*, this paper intends to initiate a reflection on the importance of the date of April 25, 1974, in which there was in Portugal the glorious military revolution, that culminated in the fall of regime established by Antonio de Oliveira Salazar. Which was the role of this revolution inside the Portuguese school system? Which was the influence of the school in the Portuguese revolution?

EET-TEE KEYWORDS: History of Education; School system; Revolution; Historiography; Portugal; XX Century.

Pastoralità ed educazione. A proposito di una recente ricerca sull'episcopato veronese di Agostino Valier (1565-1606)

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Pastorality and education. About a recent research on episcopacy in Verona of Agostino Valier (1565-1606)

ABSTRACT: This paper focuses on the recent book of Elisabetta Patrizi entitled *Pastoralità ed educazione. L'episcopato di Agostino Valier nella Verona post-tridentina (1565-1606)*, to analyze different aspects of the Sixteenth century, through a punctual and rigorous reinterpretation of pastoral and educational program

developed by Agostino Valier, a very important person of Italian post-Tridentine season, who was bishop of the Diocese of Verona between 1565 and 1606.

EET-TEE KEYWORDS: History of Education; Christian Education; Catholicism; Italy; XVIXVIIth Centuries.

Libri per diventare italiani

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Books to become italian

ABSTRACT: This paper focuses attention about the recent book of Elisa Marazzi entitled *Libri per diventare italiani. L'editoria per la scuola a Milano nel secondo Ottocento*, to analyze many aspects of the various and complex phases of the constitution of a national educational book market and to present the characteristic and peculiar aspects of Milanese scholastic educative production. The author then focuses on the role of the book as a tool to educate the younger generations.

EET-TEE KEYWORDS: Cultural Identity; Nationalization; Scholarly Publishing; Publishing Industry; Italy; XIX Century.

In search of children's literature in Russia and the Soviet Union: a critical note to Ben Hellman's volume

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ABSTRACT: The work of Ben Hellman – author of numerous books and essays on the history of Russian literature – is the first systematic study in English of the history of literature for children and young people in Russia, a kind of complete manual accessible not only for Western specialists of the discipline but also for the general public. The Author presents the different phases of the development of children's literature through the centuries up to the major change introduced by the October Revolution, when children's literature took on a new educational role, to create a «new man». This major change was to be followed by 70 years of censorship and control over the production of children's books; the «new beginning» of children's literature took place after 1990.

EET-TEE KEYWORDS: Children's Literature; History of reading; Russia; Soviet Union; XVI-XXIth Centuries

Giovanni Marchesini e la crisi del positivismo pedagogico italiano

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Giovanni Marchesini and the crisis of positivism italian pedagogic

ABSTRACT: This article intends to make a reflection on the figure of Giovanni Marchesini, philosopher and distinguished educator born in the second half of the nineteenth century and important representative of Italian positivism. Starting from the recent book *Il pensiero pedagogico di Giovanni Marchesini e la crisi del positivismo italiano*, edited by Giuseppe Zago, the author highlights the most significant steps in the Marchesini scientific production and his fundamental contribution to the Italian school system.

EET-TEE KEYWORDS: History of Education; Positivism; Pedagogical Theory; XIX-XXth Centuries; Italy.

Building a better society through textbook research. The mission of the Georg Eckert Institute from the beginning up to the present day

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ABSTRACT: For all the scholars in the field of textbook studies the Georg Eckert Institute is a very important point of reference. In fact, it is one of best known institutions devoted to research on textbooks and educational media. The Georg Eckert Institute (hereafter GEI) is a non-university academic centre, recognised at international level. GEI's mission is to promote a better understanding of the past in nowadays society through the development and dissemination of research on textbooks and teaching materials, related to different countries and periods. In this direction, the Institute carries on a double mission, according to the heritage of its instigator, the Braunschweig historian Georg Eckert. On one hand, GEI proposes recommendations to policymakers and educational practitioners on how textbooks might be used to deal with the complexity of our society. On the other, GEI promotes multidisciplinary and transnational research activities on textbooks and educational media, with the purpose to explore their diverse meanings and uses in the past as well as today. This article aims to reconstruct GEI's history and its actual mission, drawn up to academic literature and official documents. Particular attentions will be paid to GEI's research tools and facilities, as well as on the projects supported by the Institute in recent years.

EET-TEE KEYWORDS: Research centre; Textbook studies; Textbook history; Germany, XIX-XXth Centuries.

The contribution of «History of Education & Children's Literature» (HECL) to a recent international workshop on the scientific journals of history of education

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ABSTRACT: The article reproduces the text of the report presented at the Workshop on the journals of History of Education, held on the 26th of February 2015, as part of the Symposium of History of Education of Valladolid (Spain) and organized by the journal «Espacio, Tiempo y Educación» on the topic: *La Pedagogía ante la Muerte. Reflexiones e interpretaciones en perspectivas histórica y filosófica*. In it, the author analyses a number of issues related to the role played by scientific journals in the strengthening and internationalization of the research in the field of history of education. A particular importance, among the various debated topics, was given to the models of editorial management of the journals and their effects on the forms of scientific production, to the role of the social networks in the promotion of these same journals, to the procedures for *openaccess* and *free-access* publication, to the indexing in the major international databases, such as *ISI Web of Science* by Thomson Reuters or *SCOPUS* by Elsevier, and finally to the editorial choice to focus on English monolingualism or to enhance multilingualism, publishing articles in different languages.

EET-TEE KEYWORDS: History of Education; Scientific Journals; Historiography; Publishing Management; «History of Education & Children's Literature»; Italy.

The Xenophon's pedagogy of the care of the self

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ABSTRACT: The oeuvres of Xenophon, the ancient Greek thinker and Socrates' pupil, is considered as the unique source of scientific and pedagogical research, valuable for the history of education, educational theory and practice of the «care for the self». In this corpus there accentuated particular pedagogical extracts focused on the problem of the man who cares for himself through his responsible attitude towards educational content and towards himself as a pupil and a teacher at the same time. The analysis of these texts allowed to make a pedagogical evaluation of the dialogue that Xenophon initiated with the Greek educational tradition of his time, and to claim that the man caring for himself took a special place in his works.

EET-TEE KEYWORDS: Social Education; Educational Practices; Xenophon; Ancient Greece.

Discurso leído en la investidura como Doctor Honoris Causa por la Universidad de Lisboa (Lisboa, 23 de Abril de 2015)

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Speech read at the investiture as Doctor Honoris Causa by the University of Lisbon (Lisbon, April 23, 2015)

ABSTRACT: This paper reproduces the speech read by prof. Agustín Escolano Benito on the occasion of the conferment of the laurea honoris causa from the University of Lisbon. University professor, man of science, humanist, Escolano, founder and director of the CEINCE (Centro Internacional de la Cultura Escolar), today is one of the major figures in the History of Education in Spain and in Europe.

EET-TEE KEYWORDS: History of Education; Cultura Escolar; Laurea Honoris Causa; Agustín Escolano Benito; Spain; XX-XXIth Centuries.

Il Simposio internazionale su «La Memoria Escolar. Nuevas tendencias en la investigación histórico-educativa: perspectivas heurísticas y cuestiones metodológicas» (Siviglia, 22-23 settembre 2015)

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International Symposium about «School Memories. New Trends in Historical Research into Education: Heuristic Perspectives and Methodological Issues» (Seville, 22-23 September 2015)

ABSTRACT: Report of the International Symposium «School Memories. New Trends in Historical Research into Education: Heuristic Perspectives and Methodological Issues» (Seville, 22-23 September 2015), organised by the University of Seville, in collaboration with the Centre for documentation and research on the history of schoolbooks and children's literature (CESCO) of the University of Macerata, the Centre of Studies for Educational Memory (CEME) of the University of Murcia and the International Centre of School Culture (CEINCE). The report presents synthetically the communications submitted to the sessions «Individual Memory», «Collective Memory» and «Policies and Places of Memory», commenting them critically and highlighting some research trends in the history of education on an international level.

EET/TEE KEYWORDS: History of Education; School Memories; Cultural Memory; Oral History; XIX-XXth Centuries.

Remo Fornaca (1925-2015)

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ABSTRACT: This paper intends to present and celebrate the role and work of the pedagogue Remo Fornaca, professor of the history of education, who died on 17 January 2015. The colleague and friend George Chiosso will reconstruct the main steps of his academic and scientific career.

EET-TEE KEYWORDS: History of Education; Historical and educational Methodology; Historiography; Remo Fornaca; Italy; XXth Century.