

Abstracts

Becoming Italians at school through the cultural and natural heritage

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ABSTRACT: The present monographic issue collects articles aiming at highlighting the manner in which cultural and natural heritage has been transmitted at school and understanding if and how it has contributed to the definition of the idea of citizenship which has characterized Italian society during the first century of its history after national unification. The articles are guided by three thematic poles – school, cultural heritage and construction of the national identity – cover a wide chronological time span, comprised between the early post-unification period (1861) until the aftermath of the Second World War, and they concentrate on the elementary and popular school levels.

EET/TEE KEYWORDS: History of School; Cultural heritage; Textbooks; XIX-XXth Centuries; Italy.

The representation of the cultural and natural heritage as a training tool of national consciousness in three classics of the Nineteenth century Italian school: *Giannetto*, *Il Bel Paese* and *Cuore*

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ABSTRACT: The article aims to explore the theme of cultural and landscape heritage in the Nineteenth century through the analysis of primary school textbooks. In particular, the A. focuses the attention on three well-known and very successful reading books: *Giannetto* by Luigi Alessandro Parravicini (1837), *Il Bel Paese* by Antonio Stoppani (1876) and *Cuore* by Edmondo De

Amicis (1886). The A., through a detailed analysis of content and using the most reliable bibliography of historical-educational and historical-literary field, shows that, although with different perspectives, these three classics of Nineteenth century educational literature fit perfectly in the large debate that, in the decades following the Italian Unity, was the central theme of the construction of national identity. Therefore, the article aims to provide a new and original reading of these three long-sellers, which shows that in the three works – certainly with different approaches, symptomatic of the historical moment and the author’s cultural background – the reference to the natural and historic-artistic beauties of the Italian Peninsula is part of the set of behaviours, values, and content deemed essential to build the Italian identity.

EET/TEE KEYWORDS: History of Education; Children’s literature; Readings books; Natural and cultural heritage; Parravicini; Stoppani; De Amicis; Italy; XIXth Century.

The landscape as a means to nationalization: Italian heritage and national identity education in the 19th and 20th century

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ABSTRACT: This paper investigates the role of the urban and natural landscape in building the Italian national identity across the 19th and the 20th century, using the culture of education as a medium connecting the two elements. As for methodology, the issue is addressed from three distinct yet intertwined perspectives: the narrated landscape (mainly in reading books for primary school); the represented landscape (images accompanying the stories, wall charts, but also educational films); the perceived landscape (through the practice of school trips). For each perspective, the paper draws from a variety of specific sources: from schoolbooks to teaching aids, from laws to materials documenting the activities of associations that worked closely with schools (Touring Club, the Italian Alpine Club).

EET/TEE KEYWORDS: History of Education; Landscape; National Identity; Primary School; Italy; XIX-XXth Centuries.

«Discovering the best and most ignored Italy». The regional Almanacs for the primary school introduced by the Gentile Reform and the use of the cultural and natural heritage for the promotion of a national identity and a sense of citizenship

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ABSTRACT: This article focuses on the forms and ways in which the regional Almanacs, or primary school textbooks for the regional culture and various notions, introduced among the compulsory readings for the primary course in the aftermath of the Gentile Reform of 1923, have used the cultural and natural heritage of our country for the education of the civic and national consciousness of the younger generations.

EET/TEE KEYWORDS: Regional Almanacs; Cultural heritage; Natural heritage; National identity; Fascism; Italy; XXth Century.

Images and imagery of «Europe's Garden». Cultural, artistic and natural heritage in reading books for the Italian schools abroad

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ABSTRACT: The present essay aims to analyze the evolution of the representation of the cultural, artistic and natural heritage in the reading books published for the Italian schools abroad in the Twenties and Thirties of the XXth century and how it relates to the attempt to build a new concept of Italian citizenship. The introduction will outline certain aspects of the history of Italian schools abroad, which were set up not only in countries with a high density of emigrants (such as Brazil and Argentina) but also in the Italian colonies. It will also examine some methodological considerations about the analysis of school textbooks of this period under the fascist regime. The two main parts, subdivided into two sections will analyze respectively the features of the readings presented in the reading books for the 1st-3rd classes and 4th-5th classes of the primary school published prior to the Law of January 7th, 1929 about State schoolbooks, paying particular attention to the so-called process of fascistization which occurred after 1925. The second part will present, in two sections, the textbooks for the 1st-3rd classes and 4th-5th classes published after this same law which introduced a unique school book in order to demonstrate the different image that the fascist regime wanted to present of the country's cultural, artistic and natural heritage.

EET/TEE KEYWORDS: History of the School; History of Education; School textbooks; Emigration; Italy; XXth Century.

«Italy, the land of beauty and art». The Italian landscape and cultural heritage in the books and the primary school textbooks from the Fascist period to the II postwar period: between national identity and sense of citizenship

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ABSTRACT: This essay aims to place its focus on the ways through which the primary school textbooks have resorted to the Italian cultural and natural heritage, in order to promote national identity and sense of citizenship among younger generation, with specific reference to the period between the twenty years of Fascism and the II post-war period. The author, in his research, examines over a hundred texts from reading books, primary school textbooks of History and Geography and geographical albums, among the ones more used in the Italian schools, from the first until the fifth final class, between 1923 and 1955.

EET/TEE KEYWORDS: History of Education; Reading books; Primary school textbooks; Cultural and environmental heritage; Citizenship; Fascism; Italy; XXth Century.

«Italian beauties». The Italian cultural heritage and its landscape and natural resources in the school exercise books from the Fascist period to the World War II

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ABSTRACT: This paper intends to assess the forms and methods through which the Italian cultural heritage and its landscape and natural resources have been the subject of an organic presentation and reproduced on the covers of school exercise books for the purpose of promoting national identity and civil consciousness in the younger generations. The school exercise books, with their different and richly illustrated covers, in fact, stroke the imagination of generations of students, becoming much more than a modest teaching support or a minor element of the educational kit.

EET/TEE KEYWORDS: History of Education; Exercise books; Cultural heritage; Landscape Heritage; National identity; Fascism; Italy; XXth Century.

Frictions and fractions in the new education fellowship, 1920s-1930s: Montessori(ans) vs. Decroly(ans)

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ABSTRACT: The role of important figures and their interconnections has been vital in the existence and development of the New Education Fellowship (NEF). Already from the very beginning the NEF struggled with rivalries partly due to the adoration some of these coryphaei enjoyed by their followers. This affected the so highly-praised solidarity and close cooperation for the benefit of the child. During the 1920s and 1930s a conflict ran on between Montessorians and Decrolyans, culminated at the Locarno congress (1927) and actually held the potency to undermine the NEF. These two camps propagated *Il Metodo* (1909) or *La Méthode Decroly* (1922), and for this purpose made use of *Pour l'ère nouvelle*, one of the NEF journals. We particularly observed this rivalry within the context of the Low Countries, Belgium and The Netherlands, although the conflict had a wider international character. In The Netherlands, the controversy carried on by the ambiguous Montessorian-Decrolyan Cornelia Philippi-Siewertsz van Reesema, who supported an 'experimental eclecticism', ended in a division of the Montessori Society. Even Montessori's son, Mario, interfered by publishing a «philippic». In the long run, top people as Ensor, Ferrière, Claparède and Bovet – the last two likewise advocates of experimental eclecticism – were compelled to take up a position in order to restrain the conflict, to emphasise again the NEF's internationality and to guarantee its survival.

EET/TEE KEYWORDS: New Education Fellowship; Maria Montessori; Ovide Decroly; Method; Controversy; XXth Century.

Memoria y gratitud: el reconocimiento de la docencia a través de escrituras expuestas

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Memory and gratitude: the recognition of teaching through writings exposed

ABSTRACT: A number of scriptures that are exhibited publicly in school zones and their immediate environments testify relations between society and institutionalized educational practice. Some respond to the desire shown by the communities to perpetuate the memory and gratitude for life, example and the professional work of teachers, both men and women, especially noted for its educational and social commitment. Several signs, tombstones and inscriptions recall the existence of such teachers, giving name to schools or urban roads, mentioning his most famous merits or alluding to significant and episodic circumstances. In some cases, their inclusion in monuments or thematic spaces makes these scriptures significant participants in authentic «places of memory», capable of providing relevant historical references. A first and concise reading provides data and information probably narrower than those that can be found in archives and libraries, but re-reading and appropriate consideration of some formal circumstances (initiative, performance, materials, location, dimensions, maintenance, among others) open hermeneutical perspectives which greatly extend the historical fruitfulness of such testimonies of collective memory. This text, part of a more extensive study of the scriptures exposed in educational environments, shows news and commentaries of some paradigmatic cases, while outlining a systematic interpretation in research both with a limited local interest and a more general and comprehensive one.

EET/TEE KEYWORDS: Gratitude; Recognition; Memory; Teacher; Inscriptions; Public space.

Pedagogy of death in popular traditions and in the institutionalization of the day of the dead in México

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ABSTRACT: Unlike the dominant contemporary practices in «western culture» where human death as natural phenomenon gets erased from the «emotional landscape», in Mexico it is commemorated like a national celebration, the most important of the year in the regions of indigenous tradition. Describes the beliefs and rites about death in pre-Columbian Mesoamerican indigenous cultures and in the Judeo-Christian cultures at the time of the arrival of the Spaniards to America. It explains the ways in which both traditions, have been syncretized in commemorative rites of the death and, through appropriations, impositions and resistance; it includes reflections on the institutionalization of the Day of the Dead by the state and the intervention of education and culture institutions which tend to homogenize it in the national geography binding it as a symbol of Mexicanity. We argue that constitutes pedagogy of death that makes it comprehensible and amalgamates it with life.

EET/TEE KEYWORDS: Pedagogy; Death; Life Cycle; Cultural Heritage; Day of the Dead; México.

Zeitungen. Plattform für Debatten über die Modernisierung des kroatischen Schulwesens im 19. Jahrhundert

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Newspapers. Platform for debates on the modernization of the Croatian school system in the 19th century

ABSTRACT: Newspapers were the most important media in 19th century Croatia. They served as a medium for spreading information, new ideas and (political) programmes and they had crucial influence on shaping public opinion. This social role of newspapers is illustrated in examples from the history of Croatia's school system. Newspapers drew attention to poor conditions in Croatia's school system (poor level of education, meagre financial *status* of many teachers, lack of available space, teaching methods and finances for quality teaching etc.), analysed new teaching methods and textbooks. Teachers and other intellectuals analysed the pros and cons of new legislative bills pertaining to the education system, reported on different types of schools, their curricula and teachers. Some experts even presented their own proposals for a (more) comprehensive reform of Croatia's school system. Croatian political papers served, *inter alia*, as a platform for discussions on the modernisation of Croatia's education system in the 19th century.

EET/TEE KEYWORDS: Journals; History of Education; Modernization of education system; Croatia; XIXth Century.

Las fiestas escolares en Brasil (Curitiba, 1914-1971)

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The school holidays in Brazil (Curitiba, 1914-1971)

ABSTRACT: This article aims to explain the possible meanings of culture expressed in the organization and celebration of festivities having on stage the school universe of infantile education in Brazil. The objective is to show how the festivities that were celebrated by the school can be translated into a social construction to facilitate the understanding of the identity suggested by those who organized and celebrated such festivities, from the symbols that justified their realization. Finally, the results of this approach to the children's education world are the perception that the festivities of the school calendar constitute discursive dimensions taken as social and symbolic meanings to be investigated by historic research.

EET/TEE KEYWORDS: School holidays; Primary school; Brazil; XXth Century.

Juvenile rights and politicization of childhood in colonial Bengal. A socio-literary panorama

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ABSTRACT: In the context of colonial Bengal, the childhood was never be an innocent space. It was either ignored or politicized. The politicization of the childhood was done at two levels: one by the colonizers and the second by the nationalists. The imperial reformation of childhood in Bengal was started with the «hatching of babu» and ended with «white man's burden». While, various native writers were involved to construct the native childhood through several social ramifications such as gender, body, and colour. Lastly, in the first half of 20th century, colonial childhood managed a space for their own when exclusively children's magazines started to create a niche for them. The article seeks to unveil the voyage of the colonial childhood from being an «object» to a «subject».

EET/TEE KEYWORDS: Childhood; Colonial Bengal; Nationalism; Curriculum; Bengali Children's Literature; XXth Century.

Formación de Maestros en España en el periodo de entre siglos XIX y XX: la Aritmética y el Álgebra de José Dalmáu Carles

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Formation of teachers in Spain in the period between XIX and XX Centuries: Arithmetic and Algebra of José Dalmáu Carles

ABSTRACT: This paper is part of a comprehensive research on the Initial Formation of Teachers in Arithmetic and Algebra through textbooks. Here, the broad terms of the research are established with emphasis on the research method. We study in detail the case of José Dalmáu Carles,

outstanding professor of Normal Schools in the periods late Nineteenth and early Twentieth centuries, showing that her book *Aritmética razonada y nociones de álgebra. Tratado Teórico-Práctico-Demostrado con aplicación a las diferentes cuestiones mercantiles para uso de las Escuelas Normales y de las de comercio* brings new elements to the formation of teachers aligned with the best European movements of the time.

EET/TEE KEYWORDS: Formation of teachers; History of Education; José Dalmáu Carles; Spain; XIX-XXth Centuries.

An early controversy over educational innovation: Christos Evangelides vs. John Valettas in Syros (1851-1852)

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ABSTRACT: The history of educational innovation narrates mainly the efforts of the teachers, the educators and of all those who form the educational system to spread literacy and also to invent methods and tools for an easier, child-centered and more effective education that would be connected to life as well as the market needs. The early and unique venture of Christos Evangelides in the Greek island of Syros between 1842 to 1855 is a premature fruit of an educational innovation at a time when such attempts were completely absent from Greece. However, the conflict it provoked was not only the conservative reaction to that spirit but it was also connected to motives of personal and sectional dislike, at a place where the spirit of educational competition and its commercial exploitation had become more and more obvious.

EET/TEE KEYWORDS: History of Education; Educational innovation; Christos Evangelides; John Valettas; Syros; Greece; XIXth Century.

Education as a power for constituting a new Nation: the relations of power and education in Turkey from the Republican period (1923) until today

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ABSTRACT: This paper elicits an interpretation of educational developments and discussions related to the educational system in Turkey since 1923 (Republican Era), in terms of political and ideological levels that exercise power to control education. Regarding education as a power for constituting new nations, the relations of power and education in Turkey since Republican Period (1923) to the current day will be discussed in this paper. The paper will start with the conceptual framework, whereby education is considered as an arena for struggle in the public sphere based on developments in the reform of the Turkish educational system since 1923. The paper provides a brief outline of a century of Turkish education, and the impact of external powers on educational policies.

EET/TEE KEYWORDS: History of Education; Nation Building; Republican Era; Turkey; XX-XXIth Centuries.

«To bring our universities back to their former glory». The debate on the legal and economical *status* of university professors in the years after World War II on the pages of «L'Università italiana» (1946-1949)

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ABSTRACT: Through the analysis of the combative and lively magazine «L'Università italiana» [The Italian University] – one of the most active university media outlet during the post-war period – the article retraces the active debate developed around the question of the renewal of the legal and economic *status* of university professors and, more generally, of the moral and material reconstruction of the Italian university system after the war, still largely characterized, in its legal and academic custom, by the elitist and rigidly conservative organization given to it by the Gentile reform in 1923 and, in other respects, by the ideological and propagandist influences of the fascist regime.

EET/TEE KEYWORDS: History of University; Higher Education; Journals; Italy; XXth Century.

Die pädagogischen Bewegungen der «Neuen Erziehung» und die Universitätspädagogik in Ungarn (1920-1945)

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Connections between the «new education movement» and academic pedagogy in Hungary (1920-1945)

ABSTRACT: In the development of the educational sciences in Central Europa can be more phases distinguished. The phase, which is the focus of the present contribution, began around 1880 and continued into the twentieth century. In this period an educational movement (progressive education, experimental pedagogy, child study) arose that centered on the empirical paradigms of research was aimed towards renewal of the school and teacher education. The next time, in first half of the twentieth century is the phase of lasting institutionalization of the educational sciences, which in most places began already in the first half of the twentieth century. Here the «new education movement» – called reform pedagogy in Germany – played a role. The paper will be shown that in this periods of the development of the discipline, also in Hungary a complex relationship developed between educational reform movements and the educational sciences. It will be shown the development of pedagogy is described briefly within the context in which complex connections between «new education» and academic pedagogy in Hungary developed. They have three models, whereby the institutionalization of reform pedagogy in Hungary are distinguished.

EET/TEE KEYWORDS: Educational sciences; Development of the discipline; Progressive education; Child study; Educational reforms; Hungary; XXth Century.

Hayao Miyazaki. The kingdom of dreams and madness

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ABSTRACT: Hayao Miyazaki is a versatile and multifaceted artist; he was awarded many prestigious prizes for the screenplays and the direction of his films, such as the Berlin Golden Bear at the International Film Festival in 2002, the Academy Award for Best Animated Feature in 2003 and the Golden Lion for Career Achievement at the Venice Film Festival in 2005. Miyazaki always created his movies for younger generations and wrote stories about them. His films are often a journey in the world of children through an honest and accurate look at the sensitivity of the little ones. The Japanese author has a rare delicate way to describe those years, whose enchantment has been forgotten by many adults. Miyazaki's works have always been conceived for an all-encompassing audience, both in culture and in age, but he focused particularly on younger viewers, who could identify with the protagonists: the Japanese director has never concealed his love for younger generations, so he wrote and drew for them and about them.

EET/TEE KEYWORDS: Children's Literature; Transmedia storytelling; Man-Nature Relationship; Childhood and Young Education; Gender Education; Hayao Miyazaki; Japan; Italy; XXth Century.

Per una promozione dei mezzi di educazione di massa nella ginnastica: l'opera di Pietro Gallo (1841-1916)

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Promoting mass education means in gymnastics: Pietro Gallo's work (1841-1916)

ABSTRACT: This paper continues Elia's study in the application of the historiographical category of «mass education means» (Meda, 2007) to gymnastics and sport equipment in schools (Elia, 2012). The investigation focuses on the introduction of Jäger's stick in 1878 school regulations as a turning point in the process of definition of «mass education means» in the school field. The author argues that the spread of Jäger's stick in Italy thanks to Pietro Gallo made it cheaper to outfit a gym and encouraged the adoption of Emilio Baumann's gymnastic theory, i.e. the so-called «Italian gymnastics» (Elia, 2015). Indeed, Bauman favoured «small pieces of equipment» because they enable students to do exercises that mimicked natural movements in contrast with the workouts done with «big pieces of equipment», and Jäger's stick was classified as one of these new «small pieces of equipment».

EET/TEE KEYWORDS: Educational Policies; Gymnastics; Means of mass education; Pietro Gallo; XIXth Century.

Children's periodical press during World War II (the Great Patriotic War) by the example of the magazine «Murzilka»

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ABSTRACT: Interest for the wartime themes is quite understandable in the year of the 70th anniversary of the Victory in World War II. One of these themes – children and their life at the wartime – is interesting by many reasons. Researches in education were still carried out, and the change in the attitude of the Soviet periodicals of the wartime demonstrated the scope and role of children's periodical press. It was impossible to protect children against the horrors of war, but some of the most efficient means to reduce war impact were those children's magazines, which were published even before the war, which were well-known by children, on which pages there were both descriptions of heroic deeds at fronts and the examples of bravery in the rear life, and funny pictures raising optimism. Characters of children's magazines advised how to help adults at the difficult wartime and coloured brightly the joy of victory after the war. The paper considers these issues by the example of one of the most popular children's magazines of the Soviet Union.

EET/TEE KEYWORDS: History of Education; Scientific Research; Periodicals; Children's journals; World War II; The Soviet Union; XX-XXIth Centuries.

Child abuse in the family environment in Slovenia in the first part of the 20th Century

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ABSTRACT: The article focused on the characteristics of revealing, identification and approaches toward the problem of child abuse in families in Slovenia in the period between the end of the 19th century and World War Two. Special attention was given to the attitude of individual professions towards this problem in this period. We observed the important role of literary works in the field of building awareness about the problem of violence in families and methods of individual pedagogues, jurists and sociologists in presenting child abuse in families as a social and not only individual problem. Researching this problem was also surprising because we have found that Slovenia witnessed as many as three empirical studies of child abuse and neglect in families during the period of the first part of the 20th century.

EET/TEE KEYWORDS: Family; Violence; Child protection; Literature; Education; Sociology; Social research; Slovenia; XIX-XXth Century.

Il progetto di scuola media unica in Italia nei verbali del Consiglio Superiore della Pubblica Istruzione (1958-1960)

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The project of unified middle school in Italy in reports of the Superior Council of Education (1958-1960)

ABSTRACT: This paper analyzes the first projects related to «scuola media unica» (unified middle school) discussed inside the upper of Education Board. The debate took place on two floors, one strictly pedagogical and political, the other more sociocultural. Within the first container are threads related to educational planning and in the latter the incidence of this on social and cultural aspects of the country: Latin, freedom of the school, technical applications, religion, division into sections representing some of the major problems faced by the Board in which the board made constant reference during all the meetings that took place between 1959 and 1960.

EET/TEE KEYWORDS: History of Education; Scholastic legislation; Debate pedagogical and political; Italy; XXth Century.

To civilize for devotion. The cultural practice of holy cards in christian formation rituals (XXth century)

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ABSTRACT: The present study was conducted at the University of Vale do Rio dos Sinos/Unisinos with documents from a collection of rare works denominated the Memorial Jesuíta [Jesuit Memorial]. Among rare books and documents, the collection keeps six albums containing series of holy cards which originally belonged to the Biblioteca do Colégio Máximo, Cristo Rei, Província do Brasil Meridional S. J. São Leopoldo [Maximum College Library, Christ the King, Province of Southern Brazil S. J. Saint Leopold], which originated the university above. These albums were part of the material the institution used to make available for reference and orders by the parishes and schools where the religious who graduated from Colégio Máximo worked, and were assembled in a handmade process of orderly disposing images according with a category-belonging criterion. The study analyzes the seemingly banal act of distributing *souvenirs* at religious ceremonies. It aims to identify the graphic production of the set of holy cards comprised in the Memorial Jesuíta's albums, and to understand certain aspects related with the usage of these images as evocators of a social memory related with Catholic rituals and their potential of Christian civility. The images combine, most of all, two mnemonic perspectives: one regarding the document's materiality, and the other related with its symbolic value in religious ceremonies. We found that the practice of giving out holy cards was not restricted, in the Catholic Church, to the ritual of first communion, but was also part of the rites of death and seventh-day mass, baptism, confirmation, festivities related to weddings and marriage development (such as silver, gold, and crystal anniversaries), priesthood consecration, and religious festivities organized by lay patrons; the cards also featured images of saints and prayers for obtaining a grace. In other words, for each Catholic ritual, there was a holy card corresponding to the celebration. In this study, we were able to understand that the set of documents historically produced modes of subjectivation, i.e., practices of constitutions of the subject, which appears as the object of a particular relation of knowledge and power.

EET/TEE KEYWORDS: Holy cards; Cultural artifacts; Catholic rituals; Brasil; XIX-XXth Centuries.

Education and politics in Italy after the second World War

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ABSTRACT: The article traces the complex sequence of events which marks the rebirth of Education in Italy after the Second World War, and the beginning of a lively and controversial experience of reformation and democratization of Education started by Guido Gonella, minister of Education in the years of post-war reconstruction (1946-1951).

EET/TEE KEYWORDS: History of Education; School Policy; School Reform; Education; Italy; XXth Century.

Rural Schools as a source of inspiration for urban schools The historic example of Montesca, Umbria and its model of school gardening

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ABSTRACT: Founded by the Barons Franchetti for the children of the peasants of their farm, the rural school of Montesca has become a symbol of the educational renewal that took place in the early twentieth century in Italy. Thanks to her great intelligence, Baroness Alice was able to acknowledge the best that the pedagogical reflection was working out at that time: if in 1909 Maria Montessori came to that school where she held the first Montessori course, two years before Alice Franchetti had already kept in touch with the British scholar Lucy Latter who, in 1906, had published a book entitled *School gardening for Little Children*. This work paved the way to gardening in schools as a method for the study of nature and science. The application of these indications by Baroness Alice in the school of Montesca, will be considered by Lombardo Radice as the most original element of the Umbrian school model and even the main legacy ever left to the national pedagogical reflection. The identification of a correspondence, although slender, kept by Lucy Latter on issues regarding the school of Montesca, now allows us to focus on the relationship between the English scholar and the Italian Baroness but also to value how ideas about the school gardening were the basis of the method experienced at the Montesca. It was then spread in the rest of Italy by an active and tireless popularizer as Lombardo Radice. This was a valid method for all schools, not only for rural and urban ones.

EET/TEE KEYWORDS: History of Education; Primary School; Experimental School; Italy; XXth Century.

Educating the European conscience in the correspondence between Ellen Key and Romain Rolland (1911-1924)

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ABSTRACT: This work focuses its investigation on the letters exchanged between two important figures of European culture between 1911 and 1924: Ellen Key (1849-1926) and Romain Rolland (1866-1944). The great concern of both for the insurgent nationalism leading to the outbreak of the First World War can be seen in reading this correspondence. The collection of letters bears witness to the difficulty European intellectuals experienced in creating a common alliance against the ideology of war. A pedagogic message can also be extrapolated from this, aiming to lay the foundations of the education of European citizens of the future.

EET/TEE KEYWORDS: Ellen Key; Romain Rolland; History of Education; Citizenship; First World War History; XXth Century.

Collettive and public memory on the walls. School naming as a resource in history of education

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ABSTRACT: What do school names tell education and school historians? What do they reveal? This essay analyses the school names engraved on the plates affixed to school buildings, important «spies» of a collective and public memory sedimented into school culture over time. Starting from a case study of the city of Bologna between the 19th and 20th centuries, investigated in the archives and press records, particular attention is focused on the reasons behind and changes in the choices of schools names. What emerges is how school names, written on the walls and in the epigraphs, are shown to be the signs and instruments of political pedagogy readily promoted by the ruling classes, throughout the many metamorphoses of civil government between the 19th and 20th centuries, penetrating into the folds of school culture of entire generations.

EET/TEE KEYWORDS: Collective memory; Public memory; School memories; School names; Nation building, Cultural heritage; XIX-XXth Centuries.

Le Scuole serali e festive superiori di Milano. A proposito di una recente ricerca sull'istruzione post-elementare

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The night and Sunday high Schools in Milan. About a recent research on post-primary education

ABSTRACT: This paper aims to analyze the genesis and development of The night and Sunday high Schools in Milan. Starting from the analysis of the significant results achieved from a recent publication of Carla Ghizzoni, the essay focuses on the importance covered by these educative institutions created in post-unification and developed over the following decades. These civic schools represented undoubtedly peculiar initiative of the Milanese context especially with particular reference to the training needs of young men and young women who, often already begun in humble jobs, aspired to improve their working and social position.

EET/TEE KEYWORDS: Post-primary education; Night School; Sunday School; Civil conscience; Milan; Italy; XIX-XXth Centuries.

How is the futuristic school imagined in science fiction movies and literature?

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ABSTRACT: This paper aims to analyse the common features of education in popular films and literary works of science fiction. Building the corpus has made use of the «Must Read» and «Must See» lists published by fan associations on the internet. The research is based on a qualitative content analysis of films, novels and short stories that include representations of schools, teacher-student interactions and learning processes within an establishment. The findings reveal that science fiction mainstream works tend to predict a more totalitarian and indoctrinated education system. The curriculum in the imagined futuristic institution is war orientated while, in accordance with the genre, processes of classification and selection start from an early age. Also, one is expected to accept the convergence of teaching instruments and information hardware with the human body. The positive images of teaching are often associated with the character of a mentor, open schools and independent learning.

EET/TEE KEYWORDS: Film; Popular literature; Science fiction; Portrayal of schools in fiction.

Poesie a memoria, poesie della memoria. Affrancare l'infanzia dall'orfanezza poetica: una sfida per l'educazione, per la letteratura per l'infanzia

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Poetry by memory, poetry of memory. Break childhood from poetic orphanage: a challenge for education, for children's literature

ABSTRACT: The essay focuses on the deep relationship between childhood and poetry. In an ontological sense, poetry is familiar with childhood, yet we notice how childhood risks losing poetry. The central theme of the encounter between childhood and poetry is the mythical origin that comes from the poetic universal. For this reason poetry by heart saves the poetic heritage and gives it to the children. Children's literature gives back poetic collections to childhood and helps to save the poetic word. Authors like Pavese, Rilke, Calvino, Pascoli, Pasolini help to reflect on the value of poetic experience: children's literature, literature, education, may listen to these authors in order to give back poetry to childhood.

EET/TEE KEYWORDS: Childhood; Poetry; Myth and fable; Children's literature.

La letteratura per l'infanzia e la sua storia tra ricerca e didattica. A proposito di un importante seminario di studi

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The children's literature and its history between research and teaching. About an important study seminar

ABSTRACT: The article gathers and summarizes the papers presented at the seminar of studies on the history of Italian children's literature held at the Department of Education «Giovanni Maria Bertin» of the University of Bologna as part of the 54th edition of the Bologna Children's Book Fair (April, 3-6 2017). The seminar was promoted by the Workgroup on Children's Literature of the Italian Society of Pedagogy (SIPED) on the occasion of the publication of the first volume of the *Storia e antologia della letteratura per l'infanzia nell'Italia dell'Ottocento* by Anna Ascenzi and Roberto Sani (Milano, FrancoAngeli, 2017).

EET/TEE KEYWORDS: Children's Literature; History of Education; Seminar of studies; Bologna Children's Book Fair; Italy.

Un laboratorio culturale e scientifico: il «Centro di ricerca in letteratura per l'infanzia» dell'Università degli Studi di Bologna

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A cultural and scientific laboratory: the «Children's Literature Research Center» at the University of Bologna

ABSTRACT: The «Children's Literature Research Center» (CRLI) was born in November 2013 within the Department of Science of Education «Giovanni Maria Bertin» of Alma Mater Studiorum University of Bologna. The main Center's studies are focused on children's literature with an interdisciplinary approach. The CRLI pays particular attentions to the complexity of the relationship between childhood and literature. The CRLI's goal is to promote his theoretical researches and support international collaborations. Through academic researches, teaching, students and teachers training the CRLI aim to deepen and spread the knowledge of a literature often marginalized.

EET/TEE KEYWORDS: Childhood; Children's literature; Theoretical research; Interdisciplinary approach; International collaborations; Italy.

Call for Papers «History of Education & Children's Literature» Memories and Public Celebrations of Education in Contemporary Times. Multilingual version

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ABSTRACT: The forthcoming monographic issue of the journal «History of Education & Children's Literature» intends to explore the public memory of education meant as the multifaceted representation of the school as an institution, and of schooling as a mass phenomenon, which was offered in the past, and is still offered today, by the public celebrations promoted on the basis of precise politics of memory. With this aim, possible sub-thematic perspectives as well as new

categories of sources are illustrated which can offer the theoretical coordinates and the methodological criteria necessary to develop the historiographical potential of such topic.

EET/TEE KEYWORDS: School Memory; Public Memory; Late Modern and Contemporary History; History of Education.